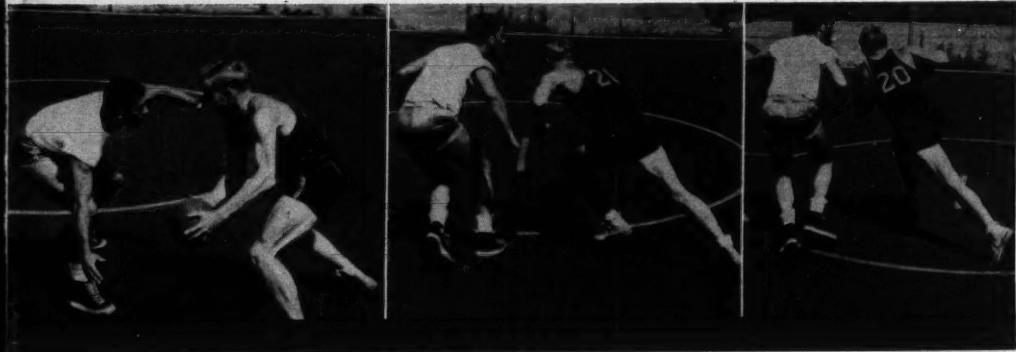


SCHOLASTIC COACH



In this issue: **BASKETBALL**
by Hank Iba, Bruce Drake, Clair Bee

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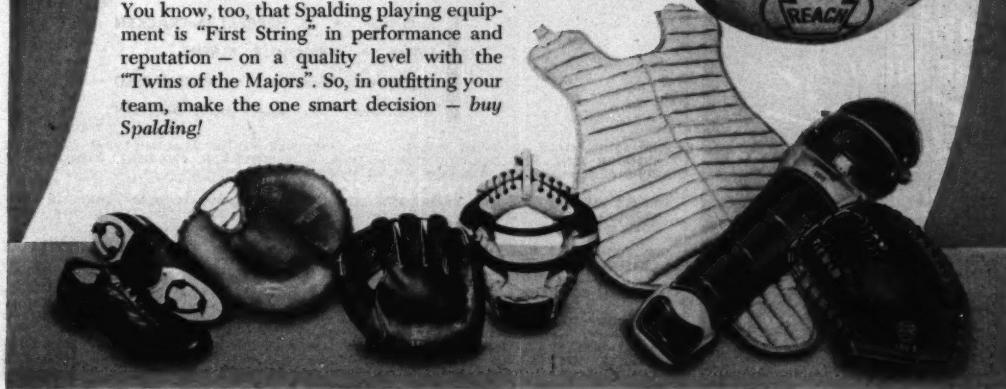
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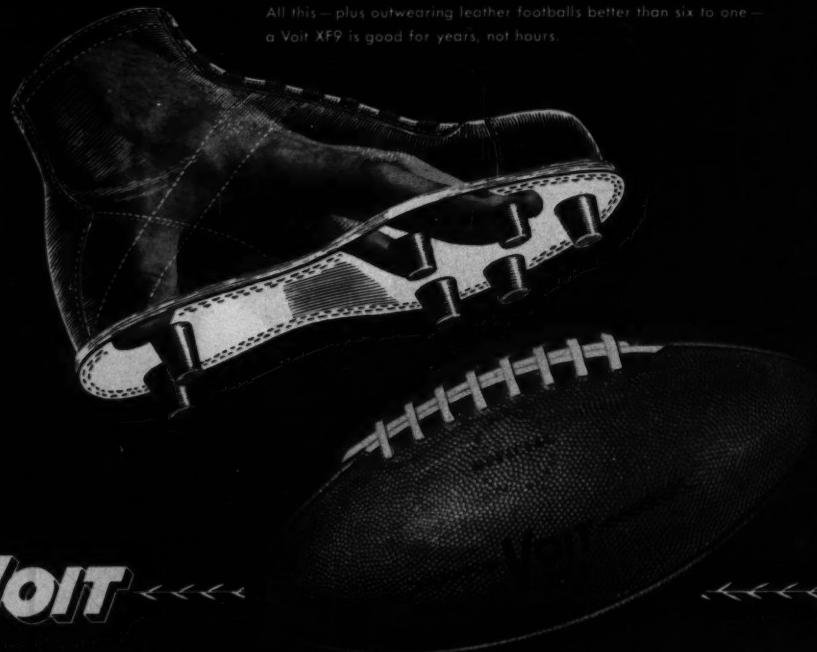
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*Here
Believe*

Saturday's sitting duck

WHAT is there about college football that brings out all the thundering idiocy in its fans? No other spectator is so demanding. His team has to win 'em all. If it drops a few games, woe betide the "monster" who coaches them.

Of course the coach is responsible for it. Poor material? Over-scheduling? Bad breaks? Nonsense. A good coach never has a losing season. And so the vicious machinery is put into motion. Anonymous phone calls in the early morning. Abusive letters (unsigned), "Goodbye Coach" signs. Etc.

It seldom fails. The coach, nerve-wrecked and nauseated, resigns. And the lynch mob—the fans and pressure groups—slink back to wherever they come from to prepare for the coming of the Messiah—the next coach.

All this is nothing new. College coaches have always been sitting ducks. The depressing thing about it, however, is that the pressure groups seem to be growing stronger and stronger, and that their unrelenting insistence upon winning teams is driving a lot of fine men out of the game—fellows like Harry Stuhldreher, Fritz Crisler, Bernie Bierman, and Blair Cherry.

Cherry, like Crisler, stepped out at the peak of his career. But it was the wolves who influenced his decision. His story—which is really the story of every college football coach—is starkly and absorbingly recounted in the October 20 *Saturday Evening Post*. The following excerpt is worthy of deep thought:

Let's look at the college administration—the athletic director, the athletic committee or council, the president's office, the college directors and so on. In this area it is obvious that college football is operating on a double standard of morals.

The administration stands for amateurism, for the N.C.A.A. and conference rules, for this fine thing and that.

If any cheating is going on, these people don't know about it—and they don't want to know.

As long as the coach wins ball games, they bask in reflected glory and warm their hands at the red-hot turnstiles. They may sincerely deplore "over-emphasis on winning," but when they discover a bunch of exes building a bonfire under the coach's bench, they are sympathetic—and discreetly silent.

I wonder if any coach, on public trial for losing ball games, ever heard a spokesman for the administration get up and say something like this:

"It is true that Coach Blank's team has lost three games. We all hate to lose, but none of us who knows the facts is dissatisfied with Coach Blank's work. We know him to be a man of good character, high standards and sound training, and we consider him an entirely competent football coach. We know that he has adhered strictly to the rules applying to the recruiting and subsidization of players, which adherence has placed him at somewhat of a disadvantage as to manpower. He does not have the material for a championship team. We, the administrators of the athletic program at this institution, take responsibility for that situation. Coach Blank is handling our athletic program exactly as we want it handled, and as we have instructed him to handle it. Any complaints should be addressed to us, not Coach Blank."

Few coaches have any clippings like that in their scrapbooks.

If college football is getting out of hand—and I am afraid that it is—only the colleges themselves can save it. Most coaches I know would prefer to work hard on the field, do their best to get the maximum from their material, win some and lose some, and go home and sleep soundly at night, instead of joining in the grand rat race that now goes on twelve months a year.

But the fans want to win them all, and you can't transform human nature. The coach can't stand off the exes who are baying for his blood. Only the administration can do that, and generally it lacks the inclination or the nerve to go counter to public opinion.

Thus in the final analysis the public, not the colleges, runs college football . . .

So be it. I've had enough of a game that isn't a game any more. I've had enough of trying to stretch a blanket to cover all the strange bedfellows of college football. I am no longer interested in trying to please the public with a professional show put on by semiprof under amateur sponsorship.

I repeat, football is a great game. A lot of us who love it have been doing our best, it seems, to ruin it. I'm not vain enough to think that my departure from the coaching scene will make it worse, or better or make any difference at all except to me.

What's the answer? I don't know, and I guess that is why I quit football.

RUBBER MATCH

SEEMS that the pigskin isn't pig-skin anymore—and, what's more, it never was. Don't go away! We haven't been bludgeoned by a Tennessee tackle. That mumbo-jumbo really makes sense.

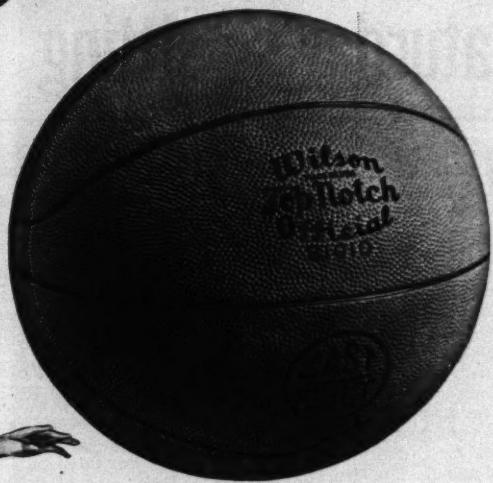
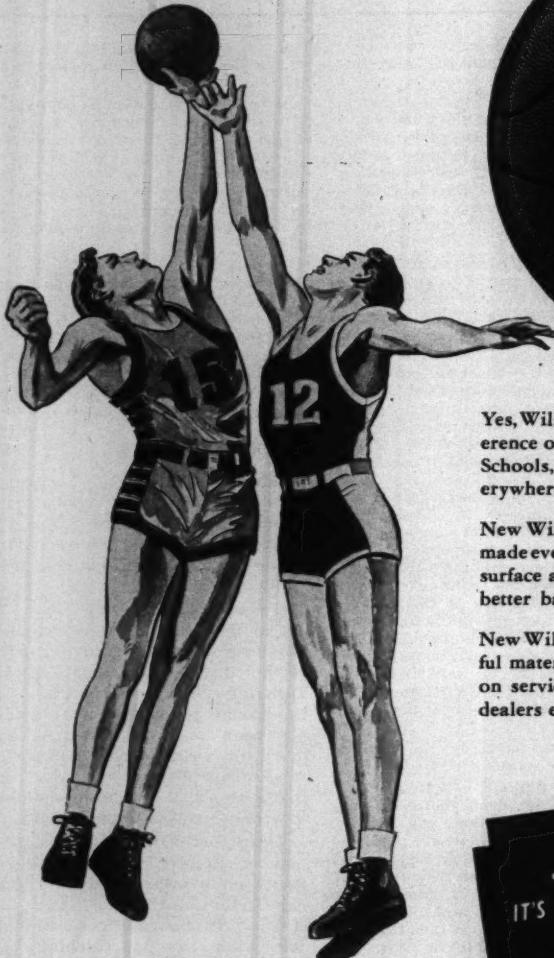
It was inspired by the coming of age of the rubber-covered football. This epochal confirmation occurred earlier this season when Georgia Tech and LSU agreed to eschew the traditional pigskin—which always has been made of cowhide—and play with a rubber-covered ball instead. This marked the first time that such a ball had been employed in a major college game.

The experiment proved a spectacular success. The ball emerged intact, unblemished, and with flying colors. Both sides vouchsafed that it was just about perfect and made for easier passing, catching, and ball-handling.

These comments were music to the ears of the W. J. Voit Rubber Corp., of Los Angeles, pioneers in the field of rubber-covered athletic

(Concluded on page 55)

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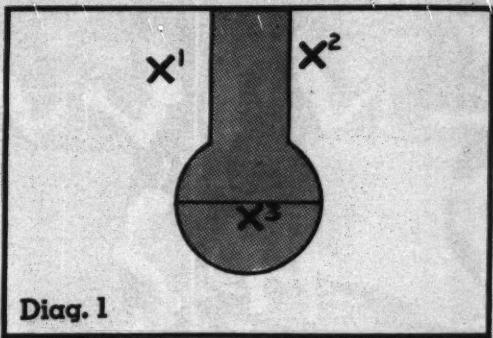
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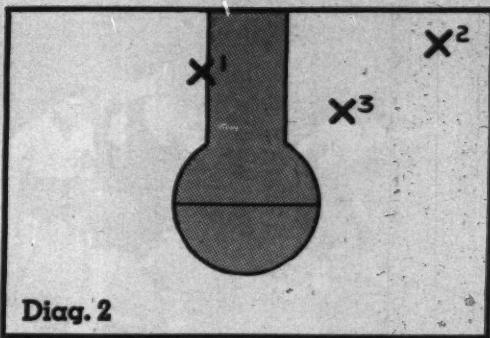
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Diag. 1



Diag. 2

The Three-Man Zone

By J. S. FLIPPER, Carver H.S., Phoenix, Ariz.

COACHES who go overboard on offense and let the defense take care of itself are missing the boat. Defense cannot take care of itself. It's the tough part of basketball—most boys hate to play it—and it must be taught and constantly worked upon.

At Carver, we believe that defense pays off—that it usually is the deciding factor in most close games. Working on this theory, we equip our boys with a repertory of defensive patterns geared to meet every type of offense. Continuous praise at practice and newspaper publicity help inspire defensive excellence.

Like most teams, we employ the switching man-to-man as our basic defense. But the individual assignments are not haphazard propositions, depending merely upon the line-up at center. We carefully match our strongest defensive player against the most consistent opposing scorer, our second best defensive player against the opponents' second best scorer, and so on.

Occasionally, we'll go into a zone, either of the 2-3 or 2-1-2 variation, against teams with weak long shooters or as a means of conserving our energy for a hard game to follow. But our favorite weapon remains a combination of man-to-man and zone, especially as a surprise against strong teams. We call this irregular pattern of defense "the three-man zone."

In this three-man zone, we set up a triangle of six-footers about the defensive keyhole and shift them into a slightly broken-line when the ball is moved to either corner.

In standard position (Diag. 1), the triangle is equilateral with the front man planted just outside the foul line. Due to the tremendous amount of court he must quickly cover, we assign the job to the shiftiest of the big boys.

This key defender is obliquely flanked by two tall rebounders, who shift out alternately to cover the ball as it moves to either corner (Diags. 2 and 3).

Our other two players guard the two best opposing scorers in ordinary man-to-man fashion; or, in the event one of the two most potent scorers is not a good long shot, we'll put one of our man-to-man specialists on an opposing player who is.

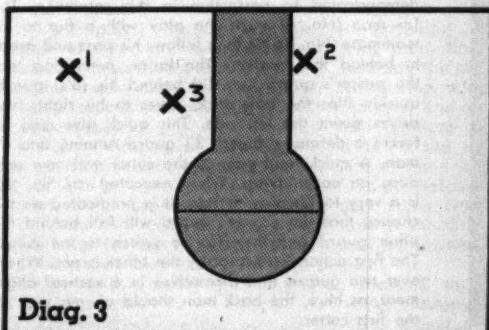
Diag. 4 shows the territories covered by the players in the three-man zone.

Frequently, it will take the opposing coach and team more than half the game to discover what is going on, our defense being erroneously diagnosed as a modified, loose, man-to-man type. And if the opposing coach does not have at least three dangerous long shooters, rarely found on high school quintet, we can continue the three-man zone with success for the rest of the game.

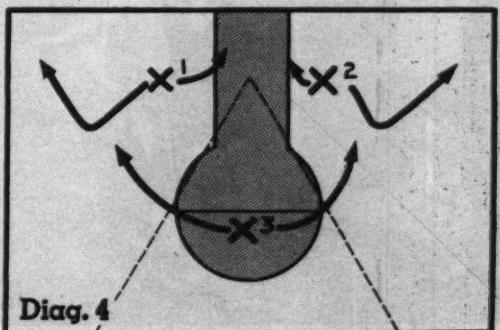
One of the first questions the interested bystander will ask is: "How does this defense handle offensive screens?" This is easy to answer.

Whenever a screen is put on our

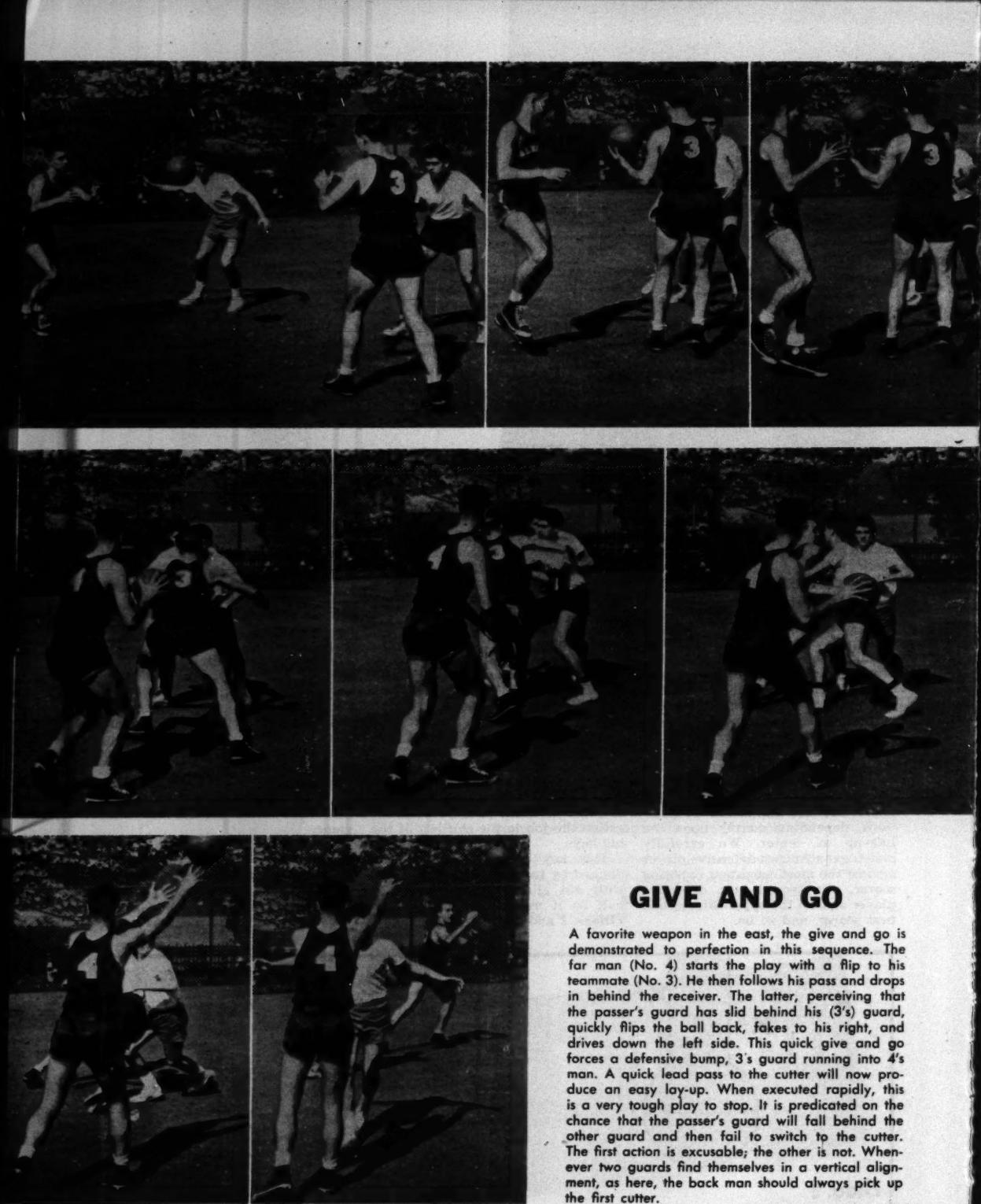
(Concluded on page 51)



Diag. 3



Diag. 4



GIVE AND GO

A favorite weapon in the east, the give and go is demonstrated to perfection in this sequence. The far man (No. 4) starts the play with a flip to his teammate (No. 3). He then follows his pass and drops in behind the receiver. The latter, perceiving that the passer's guard has slid behind his (3's) guard, quickly flips the ball back, fakes to his right, and drives down the left side. This quick give and go forces a defensive bump, 3's guard running into 4's man. A quick lead pass to the cutter will now produce an easy lay-up. When executed rapidly, this is a very tough play to stop. It is predicated on the chance that the passer's guard will fall behind the other guard and then fail to switch to the cutter. The first action is excusable; the other is not. Whenever two guards find themselves in a vertical alignment, as here, the back man should always pick up the first cutter.

Fundamental and Game Situation Drills

By HANK IBA, Oklahoma A. & M. College

PERHAPS the chief problem in any basketball developmental program is a judicious selection of practice drills. A coach must determine his needs insofar as fundamentals are concerned and then incorporate these things into three or four good drills.

We have found that by incorporating our basic needs into three good game-situation drills and one conditioning drill and then alternating and occasionally changing one or two parts, we can accomplish a great deal with little waste of time.

The accompanying diagrams outline these drills. **Diag. 1** delineates an excellent all-purpose drill which emphasizes eight different things in a minimum amount of time. No. 1 passes to 2 and then tries to rub his defensive man off the post. He may break either way or start one way, reverse, and go the other.

Meanwhile, 2 passes to 3 near the base line, and 3 feeds 1 driving in. No. 3 then rebounds and passes out to 4. The pattern is then re-run with 3 moving to the 2 spot, 1 taking the 3 position, and 2 moving out to become the breaker.

The drill accentuates the following fundamentals:

1. *Cutting* by 1—timing his break, change of direction, losing his defensive man, and shooting.

2. *Passing* by all three men—how to pass correctly and handle the ball in close quarters.

3. *Rebounding* by 3—how to get into position to rebound after passing, how to go up for the ball, how to come down with the ball and protect it, and how to move away from the defense for the offensive break.

4. *Defensive play*—after the boys know the drill, a defense can be put on 1, then 2, then 3.

5. *Dribbling*—1, instead of pass-

ing to 2, may go all the way in with a dribble, or he may pass to 2, cut by him for a hand-off (with 2 first faking to 3), and drive in with a dribble.

6. *Outside shooting*—1 may drive his defensive man behind 2 and take a shot over the top.

Diag. 2 illustrates our three-lane fast-breaking drill against a defense. We have found this to be one of the finest drills extant for breaking, dribbling, shooting, ball-handling, rebounding, and defense. It affords movement over the entire floor, both offensively and defensively, with the defense picking up at mid-court.

The offense keeps working until it scores or loses possession. When either occurs, the two wing men, 5 and 6, together with two of the defensive players (who become center man and trailer), are ready to break to the opposite end of the floor. In the meantime, three new defensive men have moved into position to combat the new break.

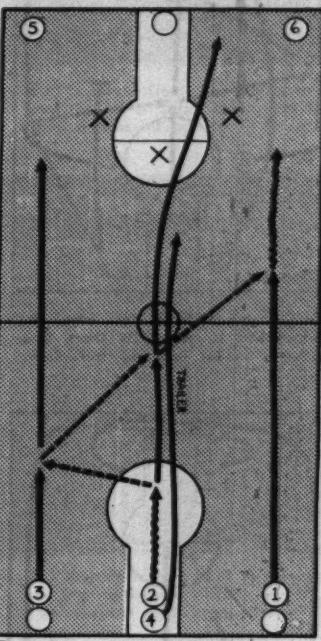
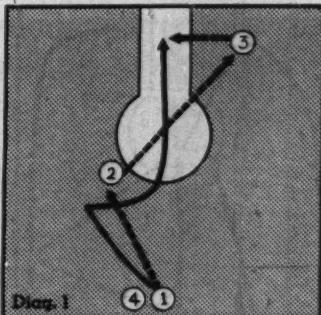
This is a continuous drill moving from one end to the other.

Now let's look more closely at the pattern of movement. Nos. 1, 2, and 3 bring the ball down by passing or dribbling, with 4 trailing. The wing men, Nos. 1 and 3 stop upon reaching the area out from the free-throw line, while 2 goes through to the base line on whichever side the ball happens to be. In this case, it is on the right, or No. 1, side. No. 4, the trailer, fills in 2's spot.

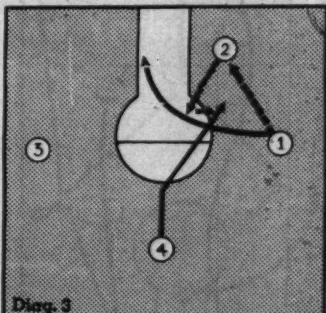
If the defense lays back, the shot may come from any outside position. If the defense pushes, the ball may be worked through for a short shot.

Diag. 3 shows how the ball is worked through for the short shot.

(Concluded on page 68)



Diag. 2

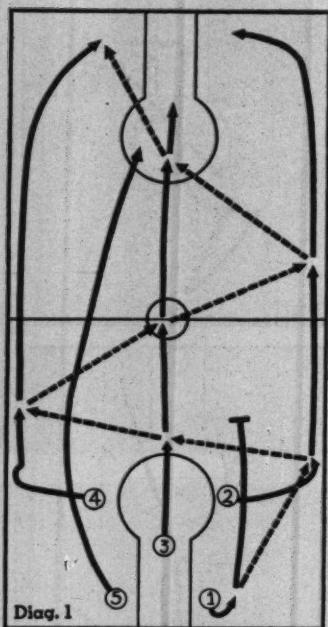


Diag. 3

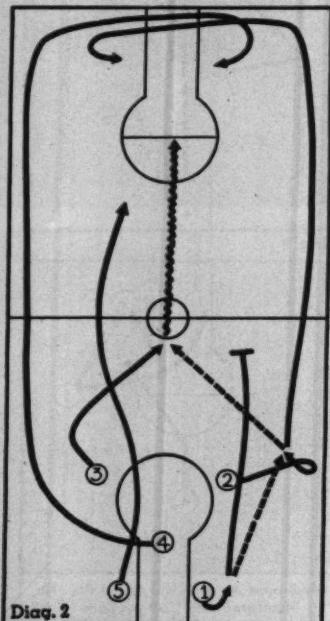
Oklahoma A. & M.'s basic drills: No. 1 illustrates an all-purpose drill which accents eight different items; No. 2 shows a three-lane fast-breaking drill against a defense; and No. 3 shows how the ball is worked in for the short shot (after the break).

By CLAIR BEE

Attacking the Zone



Fast-passing style of fast break in which ball is moved by short, fast passes, never touching the floor.



Pass-and-dribble style fast break based upon two initial passes and the use of the dribble thereafter.

THE zone defense remains a perennial point of issue in basketball. Down through the years, it has been the cause of "sit-down" strikes, feuds between schools and coaches, and 1 to 0 scores.

Though most coaches feel that it shouldn't be legislated against, the National Basketball Association (pros) believes that it dulls spectator interest and has hence prohibited its use. Yet certain zone elements are almost impossible to define, and the use of switching and floating (sagging, sloughing, collapsing) are so prevalent that it's safe to conclude that all the so-called man-to-man defenses employ certain zone principles.

The writer feels that man-to-man is the basic defense, but that the various zones should be practiced for possible emergency use against opponents who are speedier, employ an effective screening attack, or rely chiefly upon pivot scoring.

A good zone will give most teams a headache. However, it does possess weaknesses. Since there's no better way of familiarizing yourself with a system than through adoption and usage, the wise coach will study and practice zone defense before attempting to teach penetrating principles.

Space limits this article to the three most common types of zone—the 3-2 (3 chasers, 2 rebounders), the 2-3 (2 chasers, 3 rebounders), and the 2-1-2 (2 chasers, 1 center rebounder, 2 side rebounders).

The following principles underlie the attack against zone defenses:

1. Fast break at every opportunity.
2. Know how to stop the fast break.
3. Employ one or more set attack formations.
4. Pound the offensive board (strong follow in).
5. Maintain defensive balance.
6. Keep the ball moving (use fakes and feints).
7. Use set shots to draw the zone out.

8. Move players between the lines of defense (after the ball has passed the front line of defense).

9. Break to the ball from behind the defensive lines.

10. Keep one man behind the zone rebounders at all times (pivot player).

Let us examine the salient points more closely.

THE FAST BREAK is the No. 1 weapon. After interceptions and recovered rebounds, always try to blitz the zone with a hard, fast drive. The most successful of the various fast-break patterns appear to be those which require the players to run in straight lanes and employ short passes. Some players find this passing style difficult, and in these situations the dribble can be substituted as the chief means of advancing the ball.

The two basic styles are outlined in the first two diagrams.

The Fast-Passing Style in Diag. 1 eliminates the dribble. The passes are short and fast, with the ball flying from player to player without touching the floor. This fast-passing game is one of the prettiest sights in basketball and, when mastered, can prove devastating.

For the most effective results, it should incorporate two passes in the same direction after the initial pass by the rebounder. One or more good rebounders are necessary, and the first-wave players must be exceptionally fast and adept.

The Pass and Dribble Style, shown in Diag. 2, is based upon two initial passes and the use of the dribble thereafter to the free-throw line, where the first objective is the free-throw shot. The second objective is the pass to one of the two "corner sweepers" (2 or 4) for a lay-up or short one-hander from the side. The third objective is the pass to the trailer (rebounder 5).

While some variation in the break is permissible, the basic idea always should be to start the ball on its way with two fast passes and then

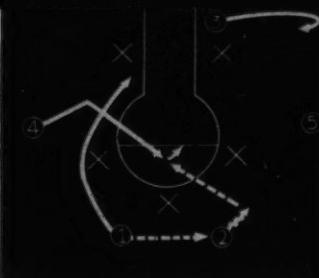
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Two-Two-One Attack Against Three-Two Zone



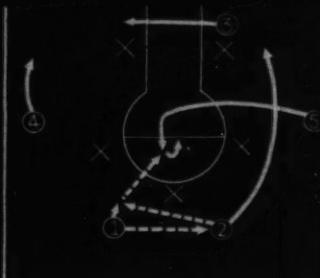
Diag. 7

Ball goes from 1 to 2 to 5 to 4. Receiver may shoot or pass to 3 or 5, whichever man is in the clear.



Diag. 8

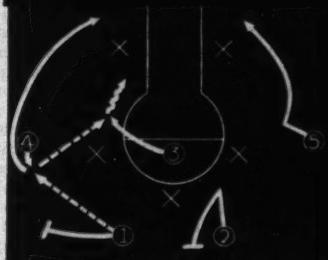
Ball is worked from 1 to 2 to 4, who may shoot from the foul line or slip a pass to teammate 1, 5 or 3.



Diag. 9

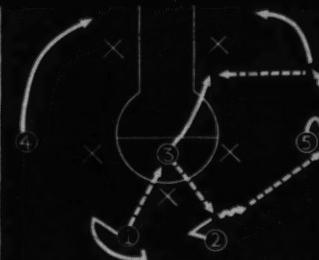
Ball is moved from 1 to 2 back to 1 and then to 5. Latter may pivot for shot or pass off ball to 2, 3, or 4.

Two-Three Attack Against Three-Two Zone



Diag. 10

Ball is moved from 1 to 4 to 3, who may shoot or pass off to either 4 or 5 (based on outnumbering principle).



Diag. 11

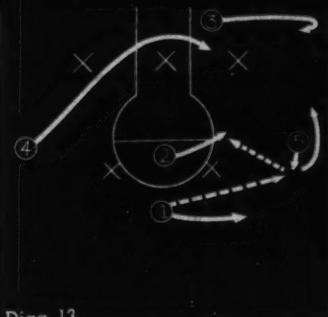
Ball goes from 1 to 3 to 2 to 5, who reverses and dribbles toward corner, where he shoots or passes to 3 or 4.



Diag. 12

Ball shuttles from 1 to 3 to 4, who has four options—a dribble, a shot, a return pass to 3, or a pass to 5.

One-Three-One Attack Against Two-Three Zone



Diag. 13

Ball goes from 1 to 5 to 2, who can shoot, pass to 3 or 4, or slip 5 a return pass along the near sideline.



Diag. 14

Ball is passed directly to 2, who should turn immediately and shoot. If covered, he passes to 5, 3 or 4.



Diag. 15

Ball is worked from 1 to 5 to 4, who should shoot or, if covered, pass to 2, 3 or return-pass to 5.



The Drake Shuffle vs Special Defenses

By BRUCE DRAKE
Head Coach, U. of Oklahoma

THE Drake Shuffle is an all-purpose offense that not only keeps every player constantly in motion but works equally well against all defenses!

The basic features of this attack were expounded in detail last month. The writer would now like to show how the Shuffle operates against pressing and zone defenses.

But first I would suggest that you get out the first article and review the basic principles. Without a thorough understanding of the fun-

damentals, this article may be of little value to you.

Assuming that you have the principles clearly in mind, particularly with regard to the numbering of the positions and the pattern of the circulation, we can delve into the attack against special defenses.

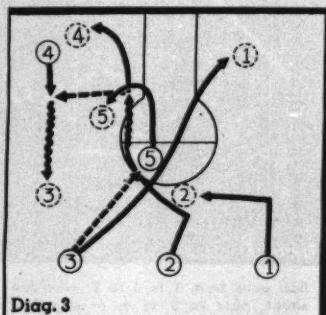
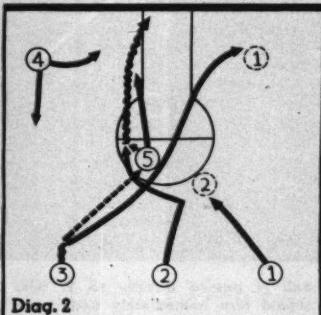
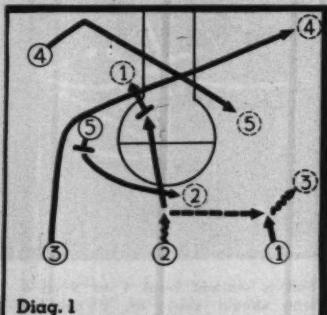
Whenever we run up against a full-court press, our first counter is a fast break. We hit both boards hard and get the ball up as fast as possible by passing or dribbling. Our idea is to prevent the defense

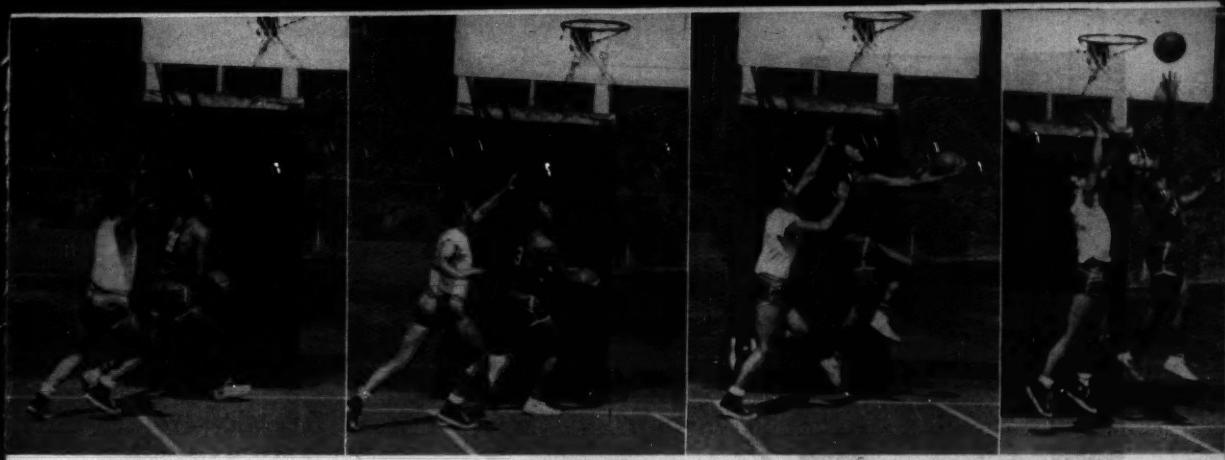
from organizing. If our fast break fails, we go into the offense outlined in the accompanying diagrams.

Diag. 1 outlines our initial play pattern. The first two men down always fill the 4 and 5 holes on the left side of the court. The men working the ball are the 1, 2, and 3 players, depending upon their location. The middle man is always No. 2, and the outside man away from the strong side is always No. 1. The No. 3 man is in his normal position only a little out farther.

The middle man (2) dribbles the ball, then passes to 1. This is the forcing pass that sets into motion our change-of-sides, the basic play of the shuffle. Chances are that 1 won't be able to hit 3, the first cutter, under the goal. But the play quickly forces the defense back, and puts us into position to hit with our regular stuff.

Though only two men (4 and 5) are now inside, we can do everything from this formation that we can from our normal set-up. In this case, No. 1 has only to take a dribble or two to come into the position he would normally occupy after the change-of-sides is run once. The broken circles indicate the spots to which each player moves.





In Diag. 2, we split the post (No. 5), trying to free the second man by (No. 2). No. 5 moves into the upper half of the circle against a full-court press, giving any of the three ball-workers an easy out.

In this play, 5 gives off to 2, who tries to go all the way in. No. 1 goes to the 2 hole, while 5 remains in the 5 hole, going to that spot on whatever side he passes to. If we don't score on the split, we'll always set up on the side to which 5 feeds off.

Diag. 3 shows what happens if 2 cannot go all the way in. He passes off to 4, who goes to the 3 hole, and we're all set to run anything we desire—our solo cuts to the basket, our change-of-sides, or our rolling game.

In Diag. 4, No. 2 hits the post man (5) and we split with 2 and 3, the former (2) being the first cutter. The post passes off to 3, the second cutter. If 3 can go all the way in, fine. But we assume here that he's unable to do this. He then immediately dribbles to the 4 hole.

Since the ball was passed off to that side, that's where we load. No. 1 goes to the 3 hole, 5 remains in the 5 hole, 4 goes to the head of the circle into the 2 spot, and 2 goes to the weak-side 1 spot.

In short, after splitting we're ready to operate without loss of

PAUL ARIZIN, the great pro star, likes to keep his man jump-shot conscious, then drive by him with stunts such as this. After faking his man, he dribbles down the left side, beautifully protecting the ball with his body. As he reaches the end line, he apparently is covered. But he sees daylight and comes through it magnificently. He scoops the trailing ball with his left hand and takes a tremendous stride with his right foot. He then goes up and forward, letting the momentum carry him to the other side. As he floats in the air, he extends the ball in both hands; then, upon reaching the other side, releases the guiding hand and lays up the ball with a backward wrist flip.

time or passes. This split by the two outside men is executed at full speed. There is no screen by the first cutter.

We have found that if the first man runs a good route by the post, the defensive man covering 5 will tend to move slightly to that side. We want the second man to split the post as soon after the first man as possible, thereby exploiting X-5's tendency to slide over towards the first cutter.

Diag. 5 outlines an excellent play to hit with whenever the split doesn't go. It can be part of the regular offense. Note that 4 sets up a little closer to 3's defensive man (whom he's going to screen) than he normally would. This makes the play a little easier to work than off the regular formation.

No. 3, after taking the pass from 5, immediately sees that he can't go all the way in; so he dribbles out to the 4 spot, as shown. He then passes to 5 and screens for 3

on a guard-around which we call our inside split.

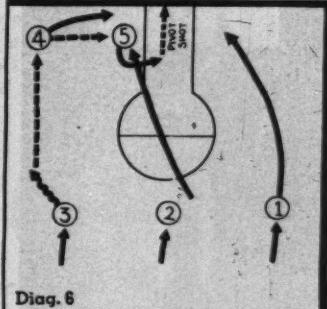
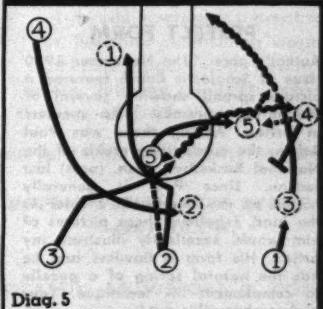
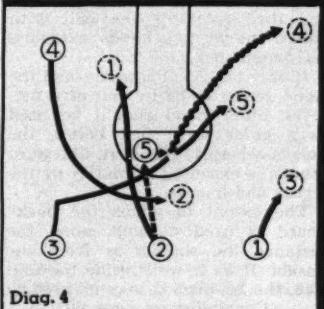
Whenever we're able to work the ball deep into offensive territory without difficulty from the pressing team, we try to concentrate on the post man (5). We will pass the ball deep into the corner, or have the ball-handler dribble to that spot if it isn't already occupied.

Diag. 6 shows this move. No. 5 has gone deep just outside the free-throw lane. We hit him quick, and he pivots and shoots up a right hander. We work a lot on this shot, with 4 and 1 hitting the boards along with the shooter. This gives us good distribution on the rebound.

In closing this phase of the Drake Shuffle (against a full-court press), remember that whenever you encounter defensive aggressiveness, get the ball down court fast, cut, and drive.

In my first article, I claimed that this offense will work against any

(Continued on page 62)





JUMP SHOOTING

By JACK RAMSAY
Coach, St. James H. S., Chester, Pa.

PERHAPS the most colorful and effective attacking weapon developed in recent years is the jump shot. Developed out West, this shot has come into wide favor since the war. It is now a stock weapon in every basketball milieu, including the somewhat conservative East.

The reason for this wide popularity is perfectly simple. With this weapon, the offensive-minded player can get off a shot when every other shooting avenue is closed. In short, a player can put up this shot even when closely covered—and it is a "shot," not a "throw."

Properly executed, the jump shot puts the shooter above his defender, with a good clear view of the basket plus the proper relaxation essential for accurate shooting.

The jump shot may be effectively utilized by any sized player. The taller boy who plays the pivot will find it invaluable as an additional scoring threat to go along with his hooks, drive ins, scoops, and hand-offs.

Any player may advantageously use it after recovering a rebound that is too far away from the basket to be accurately tapped. But even in close, the jump shot can be put to good use, particularly by tall players. By going into the air, recovering the ball, coming down with it, then going up again, these boys can not only get their shot off but draw fouls as well. And any shot that can furnish three points is well worth looking into.

PERFECT FORM

Author's note: "The November 1950 issue of Scholastic Coach featured a picture spread showing several of the nation's greatest jump shooters in action. Among them was Paul Arizin, the outstanding rookie of the National Basketball Assn. (pros) last season. Since Paul is generally hailed as the best jump shooter in the land, I believe those pictures of him would excellently illustrate my article. His form is flawless and he has the natural spring of a gazelle to complement his technique. Your pictures bear this out."

Though offering excellent opportunities for the tall man, the jump shot is ideally adapted to the medium-sized to small performer. This type of player usually can both set shot and drive in. By also perfecting the jump shot, he can drive his guard crazy, keeping him totally off balance.

The shot is most effectively employed after a drive in. The average defender will usually try to keep a shade in front of the driver to prevent him from going all the way through. Whenever he gets a little too far in front, the offensive player will find himself in excellent position to stop and take a jump shot. If, on a subsequent play, the defender closes in on the driver, the latter can go all the way in.

The shot also presents possibilities on the fast break. In two-on-one situations, for example, the driver often can go up for a shot. If the lone defender challenges him, he may pass off to the open teammate. If the defender challenges, then falls back, the driver is in perfect position for his jump shot.

With the uses of this shot established, let us look closely at its execution. The shot is usually started from a dead standstill, however brief it may be. The delivery consists of pushing off the balls and toes of both feet, springing as high into the air as possible, and then releasing the ball with either one or two hands extended full length over the head.

If only one hand is used—and the trend seems to be in that direction—the other hand should be used as a guide until just before the ball is released. The shot, like most others, is executed primarily by the wrists and fingers.

The extent to which the backboard is used depends upon the distance the shooter is from the basket. If he is well inside the foul line, the backboard may be used to

(Concluded on page 60)

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A Compact, Flexible, Shifting Zone Defense

By ROY T. BAKER

Coach, Argentine High School, Kansas City, Kan.

POINT-CRAZY coaches who let defense take care of itself are making a foolish mistake. Look at it this way. Even the best of scoring teams will have an off-night. On such a night the team that depends on out-scoring the opposition will have a rugged time.

Good defensive teams are far more consistent. They seldom have off-nights. Even when they're not hitting on their shots, they can win by preventing the opponents from hitting on theirs.

Remember, too, that a tight defense is very disconcerting to the best of offenses. Many players lose their poise when they encounter difficulty working the ball, and will often throw the ball away or lose possession by futile long-range shooting.

A defense that can make the ball "too hot" to handle or force the opponents to throw it away enough times, can win with only a moderate successful attack.

What do I mean by a "good" defense? This can take many different shapes and patterns. A good, tough man-to-man can raise hob with any attack. A tightly knit, harassing zone may also spell m-u-r-d-e-r. Some coaches get excellent results with combinations of both types of defense.

As for myself, I am thoroughly sold on a unique variation of zone

defense which I call the compact, flexible, shifting zone—a defensive system which concentrates upon the ball and eliminates most of the weaknesses of the old-fashioned zone.

With the right kind of material, this defense will win games for you. By the "right material," I mean a pair of tall, rugged boys who are dynamite under the boards—the type off whom opponents bounce whenever they go up for the ball. The other three men may be smaller, although the good tall boy is always preferred to the good small man.

To facilitate the explanation of this defense, I have diagrammed the basic positions of the ball on offense and how the defense always

shifts against the ball. Note that I say *against* the ball. In this system, we pay no attention whatever to the position of the opponents.

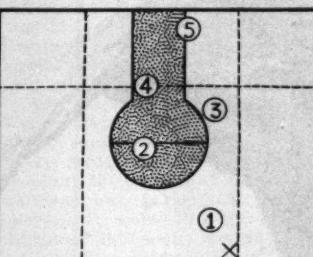
Only the ball is important. Only the ball scores. No opponent is dangerous unless he has the ball, and we always attempt to keep at least three men in a direct line between the ball and the basket.

At the start, we demarcate the floor (with chalk) into specific areas, as shown in the diagrams. We're now ready to set up the defense in the key play situation (Diag. 1).

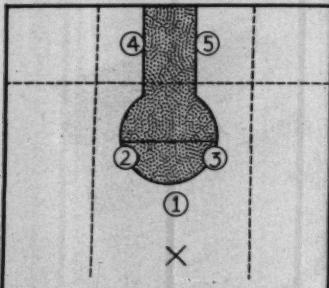
The ball here is directly in front of the goal, outside the free-throw circle. The two rebounders are placed in the 4 and 5 positions, with their inside foot on the free-throw lane. If one of them happens to be left-handed, he is positioned on the left side.

Our best ball-handling, the offensive quarterback, is placed just outside the circle, directly in line with the basket. The other two men stand with their inside foot just inside the circle, and just outside the foul line. If one happens to be left-handed, he is placed on the left side.

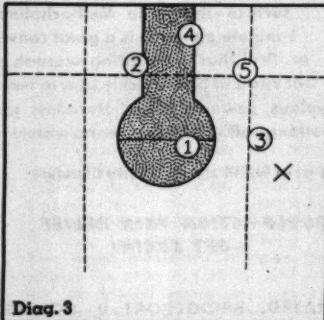
This is the key formation of this defense. Make sure that all the players carefully observe the positioning, and study it when others are in the positions. If a balcony



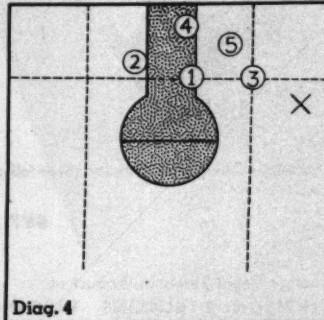
Diag. 2



Diag. 1



Diag. 3



Diag. 4

YEAR AFTER YEAR, AFTER YEAR, AFTER YEAR

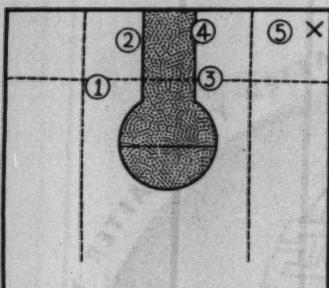


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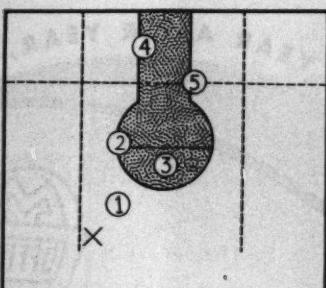
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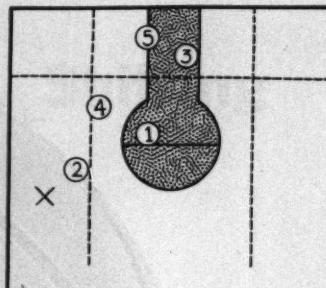




Diag. 5



Diag. 6



Diag. 7

is available, that would make an ideal vantage ground from which to have the boys study this key formation and the subsequent shifts.

The relative positioning of the men is absolutely vital. At no time should the defense spread any wider than shown in the diagram. When positioned as indicated, they have all the vital areas covered. No other areas are particularly dangerous.

Being in the right spot is the prime essential, of course. But the players should also remember their individual fundamentals—keeping a hand up centered (not to the side), inside foot back, knees slightly flexed, weight on the balls of the feet, etc. Drill on this basic formation until it is thoroughly planted in the players' minds.

Now we're ready to shift to a new play situation, as shown in **Diag. 2**. In making all these transitions, walk slowly. It is important to master every move before attempting to perform the transition with speed. In shifting with the ball, have the players use a boxer's shuffle, never cross-stepping, and see that the boys maintain the same relative position with regard to the ball and the basket.

As the ball crosses the chalk line into a new zone (**Diag. 3**), player 3 moves up, 1 drops back, and 2, 4, and 5 shift accordingly. Nos. 3, 4,

and 5 keep their right foot back, while 1 and 2 keep their left foot back. All of them keep their outside hand up.

These transitions can be made fairly easily whenever the ball is moved by means of a dribble. The shifting becomes tougher when the ball is rapidly passed. To avoid being caught out of position, the defensive men must start their transition the moment the pass is started.

The next play situation (**Diag. 4**) is merely an overshift of the previous one, inasmuch as the ball has not crossed into a new zone.

As the ball approaches a new zone, the players gradually shift to new positions, as shown in **Diag. 5**. The defense is always narrow. The entire court, except for that portion in direct line between the ball and the basket, is ignored. Only the ball is dangerous.

When the ball reaches the corner (in **Diag. 5**), player 5 drops his left foot back, as this is now the side needing the greater protection. Nos. 3 and 1 have their left foot back, while 4 and 2 keep their right foot back.

The play situations in **Diags. 6-9** show the same type of shifting as performed on the opposite side of the court.

The formation in **Diag. 10** deals with the offense that operates off

a post in the circle. This is one of the few times that we break away from our standard key formation. The rebounder (4 or 5) who can best defend against post play, moves up to cover the post, while the remaining rebounder assumes responsibility for the area under the basket.

The three remaining offensive players are covered similarly. Our 1 man takes the middle of the three, wherever the trio may be on the court. Our 3 man takes the one to the left of our quarterback, and our 2 man takes the one to the right.

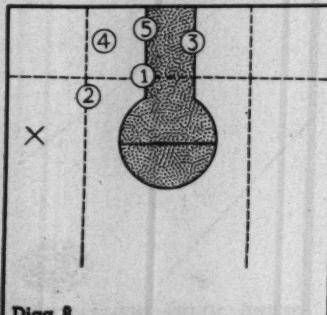
Our defensive men maintain these positions with respect to each other, checking as their men shift back and forth into each other's territory. Please bear in mind that the diagram shows the key defensive areas only for this particular variation of our offense.

Quite often the offense might throw three men to one side of the court. This would, of course, require our 1, 2, and 3 men to shift to the same side, also, but they maintain their relative positioning.

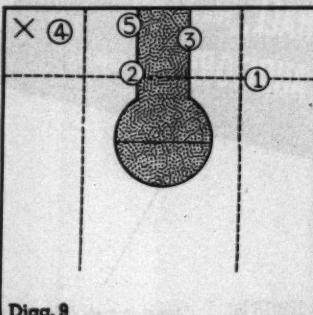
This formation will effectively curb post play, and at the same time will enable you easily to shift back into the standard formation.

The whole secret of this defense can be summed up in these simple

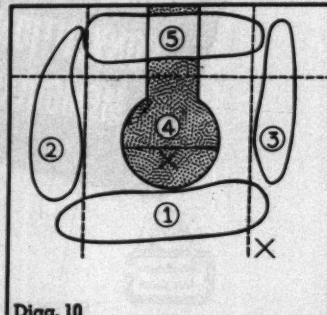
(Concluded on page 30)



Diag. 8



Diag. 9



Diag. 10



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WINTER TRACK

A Great Conditioner

By DICK LACEY, Coach, Pelham (N. Y.) High School

If you're a track coach anywhere but in California or the sunny South, sometime along about the beginning of June, you're very likely to moan: "Well, here it is the end of the season again; my boys are just reaching top condition; and we have to quit just when we're ready to go to work on those old records!"

It's an old complaint. Because of the uncertain weather in most parts of the country, the outdoor season is so short (usually only April and May) that there simply isn't time to get your squad into prime condition. Just when they're beginning to show you something, presto, the season is over.

And make no mistake about the necessity of a long conditioning period in track and field. A boy simply cannot attain anything approaching his best shape in a month, nor two months, nor even three months. This goes for the field events just as much as it does for running.

In most schools, the cross-country season ends toward the middle or close of November. Your distance runners then put away their togs till March or April, by which time they're completely out of condition. Your sprinters and field men, who haven't been out for cross-country, probably do nothing till spring rolls around.

The answer to the problem is winter running. And we don't nec-

essarily mean indoor track with the competition attendant to it.

One reason for the continued success of European distance runners is that they work all year long. They never permit themselves to get out of condition. Stars like Willy Slykhuis of Holland and Lennart Strand of Sweden wouldn't dream of taking even a week off from practice of some sort.

If facilities for board track running are available in your neighborhood (not many high schools own board tracks of their own), fine! You should take advantage of them all winter long, and even get some actual competition if you can. But suppose, as is the case with the majority of schools, you have no such facilities available. No matter. Have your boys run anyway.

At Pelham we do not even have an outdoor track of our own, let alone an indoor one. Yet we have gone in for winter running religiously every year. You can see how it's paid off in our record, which shows that we've won 75 out of 90 dual meets, outdoors, during the last 17 years.

Each spring we have a tremendous jump on most of our opponents. We're in top shape when they're just getting the winter kinks out of their systems!

All very well, you say, but what can a runner do in the winter if he

has nowhere to run? The answer is that there is always somewhere to run, even if the ground is covered with snow. And, by the way, don't let snow stop you. Running in the wet, white stuff is one of the best conditioners there is, according to Olympic 1,500-meter champion Henry Erickson of Sweden.

The Scandinavians feel that running in a foot or two of snow is so beneficial that in the spring and summer they run in sawdust paths laid out around their tracks to simulate the softness of snow!

As for cold, if your boys wrap up warmly, that won't hurt them either. The Cornell team which won the outdoor intercollegiates last spring worked out all winter on its outdoor board track in temperatures which often dropped below zero.

Eph Klots, Pelham halfmiler who was picked as number one man in his event on Scholastic Coach's All-American High School team for 1951, worked out all last winter. He ran in the snow; he ran in the halls of the school; he ran around the athletic field; he toured the cross-country course.

The point is that we had him running somewhere all the time. And before April was out, he did a half mile in 1:57.2 at the Seton Hall Relays. We were asked how he had attained such marvelous shape so soon. Our answer was that he had never been out of shape!

Some skeptics may say that a boy will reach his peak too soon this way. He won't, if you work him circumspectly. The beauty of winter running is that the athlete is in good physical condition when the outdoor season starts, and from then on all he needs to do is work just hard enough, mainly on speed, to stay in condition.

For your middle-distance and distance runners, cross-country work is recommended, of course. Try to get them out at least three or four days a week during the winter, and either run them around the athletic field or have them go out into the





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woods and fields. If you are in a city, take them to the nearest park. Unless your boys are actually going to compete in indoor meets, do not work them too hard, of course.

In these distance workouts, your men should not merely run steadily for the entire practice. We recommend the Swedish method of training; that is, briefly, run a quarter of a mile or so at a good clip, then jog or even walk for another quarter, then run again for an equal distance, and so on—repeating the routine over and over, with slight variations in distance, for a half hour or forty minutes. The Swedes run longer than this, but they are mature men.

This type of workout is particularly suited to cold weather, for the runner keeps moving all the time, even if he is only walking part of the practice.

This Swedish style of training certainly seems to pay dividends. More and more of our crack American distance runners who have toured Europe and run against the Swedes, are following this plan.

All last winter, when Fred Wilt was running miles in under 4:10 in Madison Square Garden, he hardly ever set foot on a board track in training. Instead, all week long, day after day, he would go into the woods and alternately run, jog, and walk continually.

This type of workout is tough and your boys will find it grueling at first. But when they grow used to it, they'll be able to see their improvement as soon as good weather comes and they begin racing.

To use Klotz as an example again: In 1950, his best time for the 880 was 2:04. During all of the winter of 1950-51 and spring of 1951, he practiced in the manner mentioned above. Even in May he would often go out and run, jog, and walk on the cross-country course. He seldom, if ever, ran any hard time trials.

When the warm weather came, he naturally did do some speed work. But his training diet consisted mainly of "in and outs," with the distance for pickup varying from 220 to 440.

The result was that he hit 1:57.2 in a relay, 1:58 in a flat race, and between 2:00 and 2:02 on numerous occasions when he wasn't pressed.

Sprinters and hurdlers can—and should—work out in the winter, too. They can do plenty of calisthenics, and half to three-quarter speed straights on the field (or even, if need be, in the school's corridors). The emphasis should be on developing perfect running form and leg drive.

Occasionally, the dashmen can go into the gym (when it's vacant) and practice starting techniques. Inci-

ONE of the most successful high school track coaches in the land, Dick Lacey has been tutoring cinder pounders at Pelham (N.Y.) High School for the past 17 years. His incredible record is detailed in "Coaches' Corner" elsewhere in this issue. Before going into coaching, Lacey was a national championship sprinter at Colgate U. and the New York Athletic Club. Other articles by Coach Lacey will be featured in Scholastic Coach next spring.

dentially, don't fail to have your sprinters do a little light distance work during the winter. They'll find it beneficial to finish each practice by striding through a quarter mile or so.

Even the field men can benefit tremendously from winter running. Before a pole vaulter or high jumper can produce his best, he's got to be in good physical condition. And the outdoor season is just too short for him to achieve it.

As soon as it warms up, he must begin working on form and technique. Unless he's practiced during the winter, he just has to let his conditioning go and hope for the best.

Sprinting workouts help all field men—even (or perhaps we should say, especially) weight men. You need speed in every event on the program. Shot-putters, for instance, can benefit immeasurably, especially in the winter, by doing 50 yard dashes and practicing starts.

We had two pole vaulters at Pelham this year who illustrate this point well. The previous season, they had been doing between 10 and 10-6. Their form was promising, but neither had the speed nor drive to go very high.

They started in January, this year, doing lots of sprinting—running and running before they even touched a pole at the beginning of April. The result was that they both hit 11-10 during May for one of the best marks in the state. While not absolutely sensational, this performance showed tremendous improvement over their previous season's best. They had developed the speed and drive they needed.

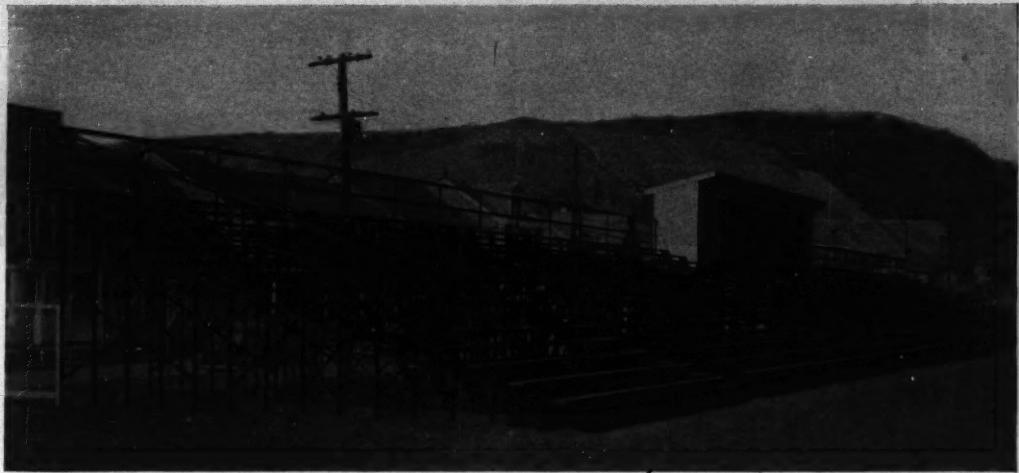
Three years ago, we had a shot-putter whose best effort for the season was a little over 43 feet. He was slow and clumsy, and showed no particular promise except for one thing—he was eager to learn to work. The following winter we managed to talk him into doing

(Concluded on page 61)

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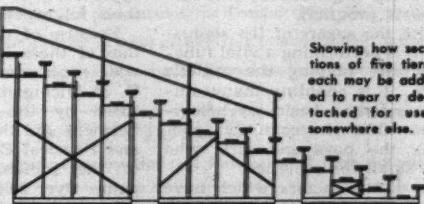


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Modern Trends in Cheerleading

By NEWTON C. LOKEN

Gym Coach, University of Michigan

YEARS ago, cheerleading was a more or less impromptu activity. The squad was haphazardly chosen, the faculty advisor or coach knew little or nothing about it, and the school administration was profoundly disinterested.

Yet this activity continued to flourish. So much so that today cheerleading is a respected and highly popular component of practically every high school and college sports program.

Despite the sneers of the sophisticates, it is performing a vital function. Besides helping the athletic program, it is enabling many students to satisfy a basic psychological need—that of recognition, particularly the boys and girls who are too small for athletics.

Some of the factors which have contributed to the enormous growth of cheerleading include:

1. *Cheerleading Clinics.* A considerable number of these clinics have been held throughout the country in recent years. Two years ago, Don Loken, head cheerleader at the U. of Minnesota, conducted a clinic in the northern part of the state that drew over 200 eager cheerleaders.

The U. of Indiana also runs a cheerleading conference every year which attracts youngsters from all over the state.

Two years ago the U. of Michigan cheerleading squad toured the state's Upper Peninsula for a week, giving clinics at five different towns. At each stopping point, between 200 and 300 cheerleaders turned out looking for new pointers and an opportunity to exchange ideas with their fellow cheerleaders.

Because of the wonderful reception of these local clinics, a state-wide clinic was held last fall at the U. of Michigan. This was co-sponsored by the Bureau of School Services and the Dept. of Athletics and Physical Education on the day of the Indiana-Michigan football game. Over 2,000 cheerleaders from all over the state participated in the clinic. A quick breakdown of the day's affair follows:

9-10—Arrival and registration at the Intramural Building.

10-11:30—Clinic, including welcoming talk, place of sportsmanship in cheerleading, cheerleading techniques, uniforms and novelty yells.

11:30-12—Practice session for motions and yells to be given at the

halftime ceremonies of the Indiana-Michigan game.

2:00—Game time, all cheerleaders and faculty advisors admitted free.

3:00—Halftime ceremonies; the 2,250 cheerleaders gathered on the field and participated in a special Cheerleaders' day ceremony (see illustration).

4:00—Departure for home.

Westchester County in New York conducts a tremendous cheerleading contest every spring in which the squads of about 25 high schools compete against each other before a huge audience. This contest is preceded by a round-table discussion at which the squads and their coaches exchange valuable ideas on pertinent problems. A summary of the 1951 panel recommendations will be given later on.

2. *Faculty Advisors* are manifesting a greatly increased interest in their duties. At all the clinics in which I have participated, the faculty advisors, or coaches, evinced a serious concern over their responsibility and a growing desire to improve their ability. This is an extremely healthy attitude inasmuch as the cheerleading advisor should be just as interested in his squad as the football coach is in his team.

3. *Cheerleading Course.* A course for potential cheerleading advisors was instituted last year at the U. of Michigan. Limited to senior physical education women students, this course was held two days a week, two hours a day, for eight weeks. It included the background and history of cheerleading, the qualifications of cheerleaders, the manner of choosing the squad, types



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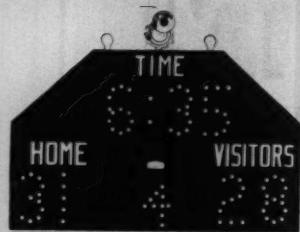
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of cheers, and actual practice on cheerleading motions.

4. **Uniforms.** There has been a noticeable improvement in cheerleading uniforms. Perhaps this is due to the growing prestige of cheerleaders and their increased interest in looking neat and attractive. Also, commercial companies are now making very attractive uniforms at reasonable prices.

5. **Cheerleading Yells** have definitely improved. The modern yell has more content, rhythm, and meaning; and is lead with a more definite timing and beat. After observing school and college cheering for the past few years, I can safely say that the high school leaders like the complicated yells whereas the college cheerleaders prefer the simpler yell. Perhaps a combination of the two might produce the most desirable results.

6. **Swing or Musical Yells** have grown tremendously since their inception about ten years ago at the U. of Minnesota. Practically every college and high school now has some sort of musical yell.

7. **Increased Student Interest.** A year ago I saw over 90 students come out for the cheerleading squad at a local high school. This picture is duplicated all over the country, and is undoubtedly due to the trend towards giving the cheerleader a more respected and responsible position in the high school athletic program.

Earlier in the article I cited Westchester County (N.Y.) for its fine work in stimulating cheerleading through interscholastic contests and round-table discussions. At the 1951 panel meeting, the students and coaches touched on all the vital aspects of the activity, coming up with a host of excellent recommendations. A summary of these suggestions follows:

SELECTION OF CHEERLEADERS

- All schools conduct regular try-out sessions lasting from one to three weeks.

- Fall try-outs are as popular as those held in the spring.

- Candidates are usually trained during the try-outs by the squad coach assisted by former squad members.

- The final selection of the squad is usually determined by a joint faculty-student committee.

- Most schools have a definite set of rules and regulations governing the conduct of the squad.

- Academic standing as a condition of eligibility is observed by half the schools.

- Nearly half of the schools carry varsity and junior varsity squads,

with the entire complement ranging from four to 18 members.

FORMATIONS AND TYPES OF CHEERS

- The primary aim of a cheerleading squad is to effect spirited and unified cheering on the part of the spectators. Formations and cheers which are simple, precise, and colorful will contribute a great deal towards the achievement of this aim.

- Where spectators are distributed over a large area—such as at football games—cheers presented from a straight line formation are the most easily followed.

- Special or novelty cheers, to be appreciated the most, should be reserved for pre-game or halftime use. However, pre-game cheers should not require space on the field needed for warm-up drill by the competing teams.

- Cheers presented from T, Circle, or V formations lend variety and concentrate spectator attention.

- Dance cheers are received with mixed favor by cheerleaders, coaches, and school administrators.

- It is suggested that the head cheerleader confer with the band leader prior to game time to make sure that the cheers and music do not compete with each other. Simple scheduling can increase the effectiveness of both, especially those involving joint participation.

DEVELOPMENT OF PRECISION, TIMING, AND RHYTHM

- Learn the words to the cheer and the syncopation of each phrase. Talk the cheer through, then try yelling it.

- Practice arm, leg and body motions, striving for rhythmic and precise movement. Break down each movement if necessary.

- Combine words and motions for the final product. Practice individually, then with the entire squad.

Suggestion: Music and drama instructors may render valuable aid regarding rhythmic body motions and effective voice usage.

PROBLEMS OF UNIFORMS

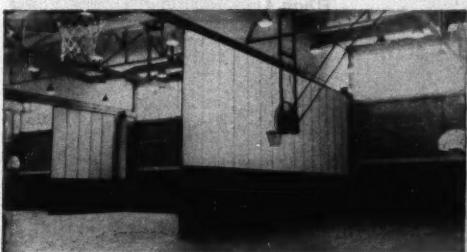
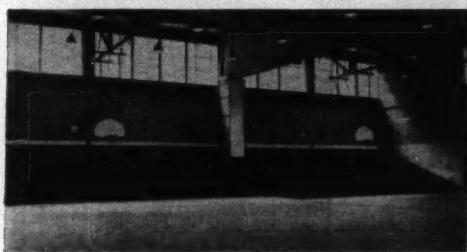
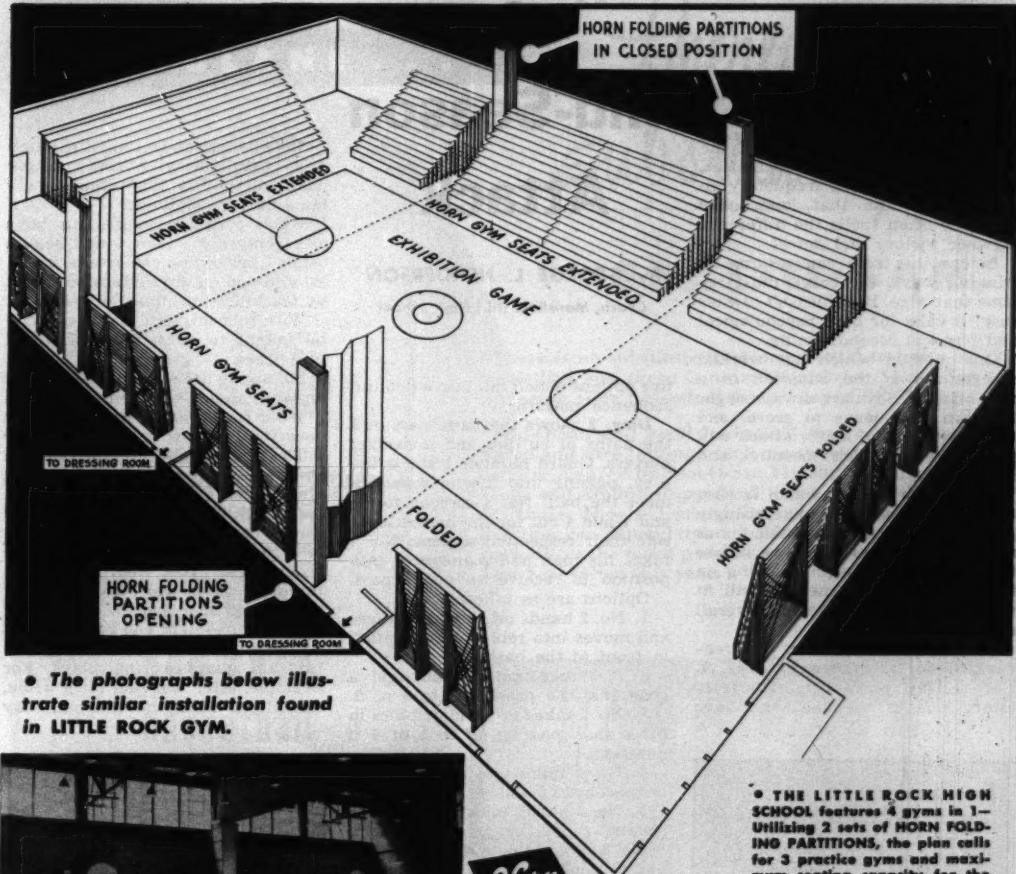
The most noteworthy problem is "Who buys the uniform?" The answers to this and other problems follow:

- Some schools provide the entire uniform excepting socks and shoes. Some provide just skirts or sweaters; and some provide no equipment.

- Some schools have their uniforms cleaned. In others, this is the responsibility of the cheerleader.

- A vexing problem accompanying school-purchased uniforms con- (Concluded on page 39)

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A Mid-Season Attack

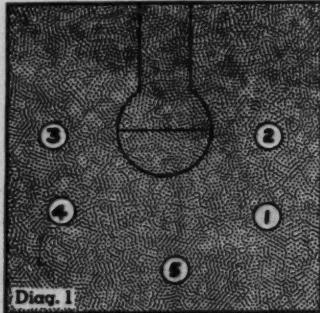
A LONG about the middle of the season or shortly thereafter, basketball teams frequently go stale. They lose that keen edge which so often spells the difference between victory and defeat.

Before the team can resume its winning ways, the coach must re-hone that edge. But this isn't always easy. It calls for both psychological and physical reconditioning.

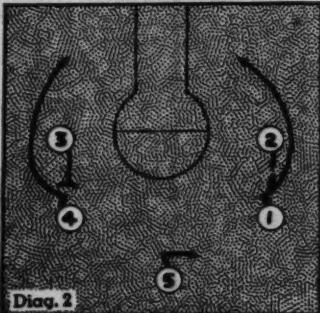
One method which has worked successfully is the adoption of a new offense. Boys are always eager to learn new ways to score, and the installation of a new attack will usually restore their incentive and enthusiasm.

Here is an offense which is easy to teach and yet offers surprisingly good results. It can be used for as much as a quarter at a time before the defense will begin catching on to it. And once learned, it will fit very well into any team's overall offensive system.

The basic formation is a three-out two-in, as shown in **Diag. 1**. The scoring plays originate from either side of the floor and have



Diag. 1



Diag. 2

By **GEORGE L. HENDERSON**

Coach, Mansfield (III.) High School

five options which fall into a definite sequence pattern.

Diag. 2 shows the basic pass and the paths of cutting and screening players. Guard number 1 starts the play, passing into 2 who comes to meet the ball. No. 3 screens for 4, and 1 and 4 cut for the basket, outside their respective screens. No. 5 fakes his man and maneuvers into position to receive an outlet pass.

Options are as follows:

1. No. 2 hands off to 1, then turns and moves into rebounding position in front of the basket.
2. If 1 sees that he can't get a good shot, he passes off to 4 or 2.
3. No. 2 fakes to 1 and dribbles in for a shot, passing off to 1 or 4 if necessary.
4. No. 2 fakes to 1 and throws a cross-court pass to 4.
5. No. 2 passes back out to 5 who shoots.

No. 4 can originate the same plays and options from the other side of the floor by passing into 3. It will be shown later how any of the three guards can originate plays on either side of the court.

To open up the defense and set up possible scoring opportunities for themselves, the guards may also use a figure-eight weave.

The offense can be taught through a set of drills ranging from a simple pass and cut to the complete offense and its options.

When a coach realizes his boys are entering their mid-season "stale" period, he can revive interest and add another offensive threat by teaching this offensive system.

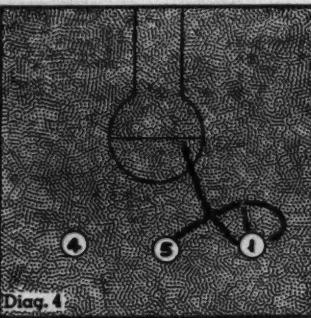
With concentrated practice, it can be taught to a high school squad in a week.

Following are some questions and answers about the offense:

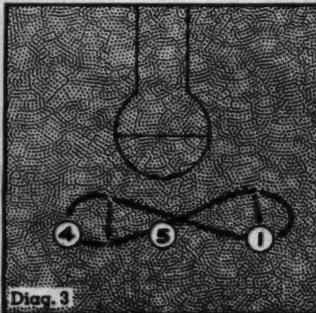
What is the figure-eight and how does it fit into this system?

The figure-eight, as illustrated in **Diag. 3**, is a three-man ball-handling system. No. 5 dribbles inside 1 and passes off. The latter then dribbles across court and inside 4, passing to 4. No. 4 dribbles across and inside 5, etc., etc. This drill runs continuously and can be suddenly stopped at any time.

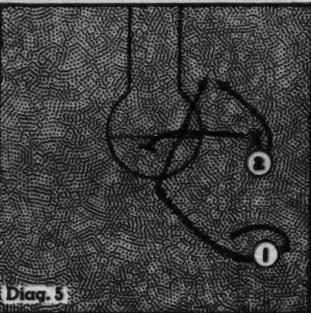
The figure-eight can be used both for freezing purposes and for setting up guard-scoring plays. For example, after weaving for a while, the player receiving the ball may



Diag. 4



Diag. 3



Diag. 5

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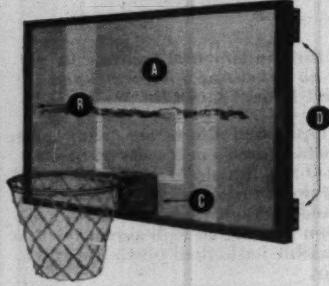
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dribble quickly around the passer and on in to the basket.

Since the defensive men are always being sucked together, a quick dribble may cause a defensive bump or screen and thus permit the dribbler to go all the way in. The fact that the two forwards are spread, leaving the middle open, also enhances the possibilities of the play.

Diag. 4 shows a scoring play from the figure-eight, while **Diag. 5** illustrates an option where one of the forward's defensive men drops off to pick up the dribbler.

The main function of the figure-eight, however, is to open up the defense so that a first offensive pass can be thrown to a forward. This may be done in several ways:

1. The dribbler can fake a pass-off, keep the ball, and throw in to a forward.

2. The dribbler can stop and pivot when he reaches the center of the floor, passing back to the player he received the ball from, who, in turn, may throw in to a forward.

3. The dribbler can pass in to either forward from the center of the court—the other two guards then become cutters and he remains put as the rear guard.

What kind of signals can be used?

The answer to this question is simple. No signals are needed. All five offensive players watch the ball. When it is passed in to a forward, that is the signal to run the offensive plays.

What are the best types of passes to use?

There are three possibilities for that first pass to one of the forwards. They are: (1) a bounce pass, (2) a push pass, and (3) a hook or two-hand pass thrown from the height of a jump. Which one to use depends on the individual situation.

The cross-court passes should be hooks, left handed from the right side of the court, right handed from the left side. If a left-handed forward is available, it would be best to use him on the right side of the court.

How can a forward dribble in to the basket and which way does he go?

After faking to the cutter, he can follow the cutting player to the basket. The other alternative is to pivot and dribble straight in.

Can defensive balance be maintained?

Yes, it can. The back guard and the player screening for the second cutter are both in good defensive position. They will be behind all the other players and can drop back fast.

What drills can be used to teach this offensive?

A series of consecutive drills will work very well. The first is a simple pass-and-cut drill, practiced on either side of the court, where a guard passes to a forward and cuts around, receiving a return hand-off. The forward can also fake and dribble in.

The next drill involves the other forward, who screens, and the second guard cutter. All offensive options except number 5 can be practiced in this drill.

Then all five players can be used, with the three guards maneuvering in a figure-eight while the entire offense with all its options are practiced.

What sequence should be set up for the options?

The players should be instructed to look for the five options in this order: 1, 2, 4, 3, 5.

What if the defensive team uses a shifting-man-to-man or zone defense?

If they use a shifting-man-to-man, the system will still work. In fact, the only option such a defense will completely stop is the original pass and cut.

If they set up a zone, the best thing to do is abandon the set offense and go into a special offense for combating the zone.

Compact Zone

(Continued from page 18)

Precepts: Always keep your eyes on the ball. The opponents are not important. They cannot score without the ball. So pay no attention to their movements. The idea is to watch the ball and learn your positions and transitions.

The moment the pass starts, you start. Then you'll be set and ready when the ball arrives at its destination. If you don't start until the ball gets there, it will be too late. Then your defense will soon be caught out of position. Watch the ball and only the ball. Play the ball and not the man.

In conclusion, I would like to repeat and reemphasize two points. First, only the ball is dangerous. Only the ball can score. Therefore, keep your defense narrow and compact. Pay attention only to that portion of the court in direct line between the ball and the basket.

Second, start your shift the moment the pass is started. Then you will be there waiting when the ball gets there. Only the ball is important—to blazes with the individual men! *They can't score without the ball!*



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Function of Statistics in Basketball Coaching

STATISTICS may serve a vital function in coaching. When properly accumulated and collated, they can form the basis for evaluating the ability of the players, stimulate huge spectator interest, and—in the professional sports—generally determine the player's salary.

Baseball, of course, offers the perfect example. But basketball isn't too far behind. More and more hoop coaches are discovering the possibilities afforded by statistics, and they are now evaluating many of the basic skills in the same manner as in baseball.

Throughout my senior year of varsity ball at the U. of Cincinnati (1949-50), the team manager recorded the performances of every player in every game. This plan enabled the coaching staff to evaluate both individual and team performance throughout the entire season.

You, too, can avail yourself of this statistical method of evaluation. First, let's look into the factors that can and should be accurately recorded during a game.

Playing time is a very important essential. Some boys are deceptive. They may not appear to have much, and for this reason may not be played a great deal. Yet they may have the stuff. Though their overall record may not be as impressive as the full-time players, a close scrutiny of the statistics may reveal a consistency of fine performance for all the times they did play.

Over a period of time, consistency of performance will show up in the statistics. In short, what you want to know is: Who gives the best performance during the time he is actually out there?

This highlights the necessity of maintaining a careful record of each boy's playing time. A "Performance Time Chart" will enable you to re-

cord this important factor easily and accurately.

The form is divided in such a way as to show the number of minutes and seconds each man plays in each half. The numbers and names of the players are listed in the first two columns. Four more columns comprise each half. These columns are titled "In", "Out", "In", "Out".

The first column, titled "In", represents the exact time remaining in the half when the player enters the game. The second column, titled "Out", indicates the exact time remaining when the player leaves the game. The additional "In" and "Out" columns are included to cover re-enter contingencies.

The total number of minutes each player performs is listed in a final column. For the sake of simplicity, the playing time is recorded to the nearest quarter of a minute.

To the spectator, the most important data of a contest are embodied in the official box score. The box score in basketball is kept by the person designated as the official scorer. The data usually include the number of field goals attempted, field goals made, free throws attempted, free throws made, personal fouls, and total points scored by each player.

Since the coach may obtain these statistics from the official box score, it isn't necessary for his observer to record them. The observer should concentrate on the other statistics that are essential for accurate evaluative purposes.

In drawing up a chart for the keeping of such statistics, the writer attempted to give equal consideration to offense and defense, a rather difficult proposition because of the

modern emphasis on offense.

After much thought, an "Additional Statistics Chart" was designed embracing six essential factors, namely: Offensive rebounds, defensive rebounds, lost the ball (number of times causing loss of possession), assists, pass interceptions, and unnecessary fouls.

All coaches agree that rebounds play a large role in the outcome of a game. The player who can recover the ball after missed shots represents tower of strength to a team.

The fundamental aim of every offensive pattern is to secure a good shot at the basket. Therefore, when a team loses possession before getting off a good shot, it is playing poor basketball. Walking with the ball, discontinued dribbling, and carrying the ball are some of the infractions which can cause loss of possession.

The smart coach likes to know which players are responsible for a poor performance, and the column labelled "Lost the Ball" furnishes a good clue. It will tell him exactly how many times each player lost the ball by such infractions and by poor passing.

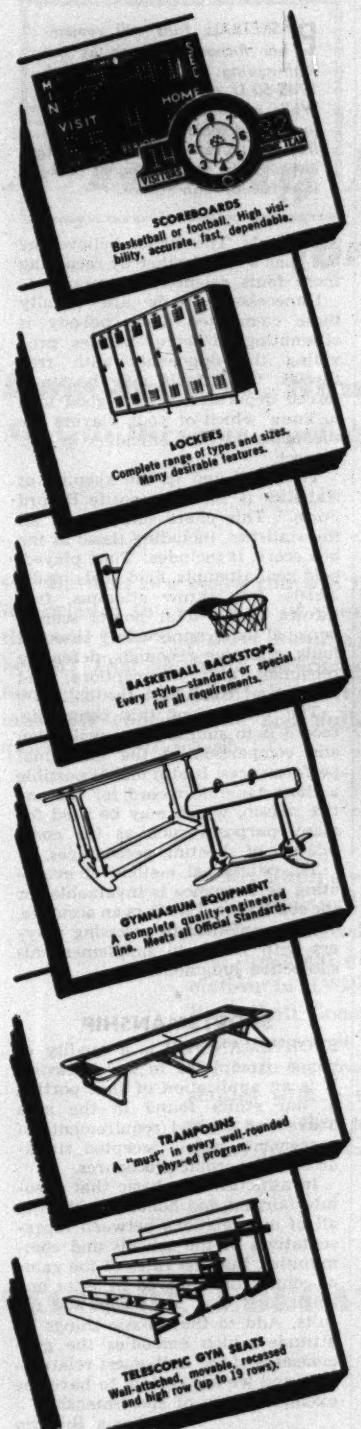
Another important phase of the game, too often overlooked, is that of assists. This is an offensive maneuver in which a player feeds a pass which leads to a score. The East is one of the few sections of the country which has been including assists in their box scores. It rates more universal inclusion.

One of the most skillful defensive plays in the game is the interception of a pass. The player who is alert and quick enough to accomplish this feat is a valuable asset to his team. This play is very discouraging to the team losing the ball, and is a big morale booster to the team gaining possession. It thus deserves recording.

The only defensive statistic in the official box score is the one on per-

By RICHARD DALLMER

Coach, Lockland (Ohio) High School



if... it's for a
Gymnasium...

Specify **MEDART**

Whether you need physical fitness apparatus, backstops, scoreboards, telescopic gym seats or lockers, there is no point in being satisfied with less than the best.

Acceptance of Medart Equipment by thousands of leading schools and colleges — its use in Olympic Games and championship meets — has been earned because of superior design, skillful craftsmanship and fine quality. These, and 78 years of experience, are the "plus" values built into every unit of Medart Equipment — extra values that Medart users never pay for.

When you specify Medart — and insist on Medart — you can be confident you will get the best — equipment that meets or exceeds every Official Standard. No finer equipment is made.

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Powell, Wyoming, High School Gymnasium



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WITH FOLDING STANDS

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Here is the first gymnasium on record to have two-level seating with folding stands on both levels . . . the pioneer in modern planning and construction that meets all demands for both seating and floor space. For example, in this gymnasium area of 140' x 150', Universal Folding Stands provided 1,030 more revenue-producing seats, 12,790 more square feet of usable floor space, and \$27,000 lower costs than old type built-in seating. Think of it! Up to 30% greater seating capacity . . . yet a tremendous gain of usable space on both balcony levels and main floor when stands are folded. Equally important, total seating costs are usually cut in half . . . and the flexibility of Universal Folding Stands assures easy coordination with all architectural plans. Investigate now! Descriptive literature and working scale blueprints of two-level seating, as well as complete Universal catalog free on request.

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Bleacher Experts for Over 30 Years

BASKETBALL fans will remember Richard Dallmer as the high-scoring ace of the crack 1946-50 U. of Cincinnati quintets. While captaining the team in his junior and senior years, he established a university scoring record. He currently is coaching at Lockland (Ohio) High School.

sonal fouls. The writer believes he has gone a step farther by recording those fouls deemed unnecessary.

Unnecessary fouls are usually those committed when nobody is attempting to score. Besides providing the opponents with free throws, these fouls may hasten a forced departure. It is a good idea to know which of your players are the more flagrant offenders in this respect.

The final step in the keeping of statistics is the "Composite Record Form." This chart summarizes all the statistics, including those in the box score. It includes: Time played, field goal attempts, field goals made, assists, free throw attempts, free throws made, total points scored, personal fouls, unnecessary personal fouls, offensive rebounds, defensive rebounds, pass interceptions, and number of times lost the ball.

The purpose of this composite record is to simplify the evaluation and comparison of the individual performances. It also makes possible a clear, tangible record for the entire season, which may be used for many purposes such as the compilation of shooting percentages.

This statistical method of evaluating performance is invaluable for the coach in that it offers an accurate, objective method of assessing players with which to supplement his subjective judgment.

SPORTSMANSHIP

SPORTSMANSHIP is a quality of honor exemplified in our behavior. It is an application of that portion of our ethics found in the area above and beyond requirements of agreements, rules, accepted standards, and normal procedures.

In athletics it is basic that absolute fairness and honesty prevail in all of our relations between representatives of the schools and communities, that the rules of the game or contest be observed in letter and spirit, and that we accept the results. Add to these basic things an attitude which embodies the graciousness of the host-guest relationship and we are certain to have the exemplification of sportsmanship.

—Oklahoma Bulletin

A Timely Message for your student body

**from John W. Bunn
Athletic Director, Springfield College**

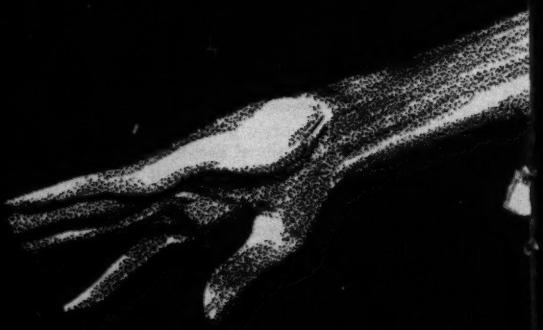
On the next two pages you will find a message of vital importance to every one of your students—a message that will help you drive home a cardinal rule of good health: That alcoholic beverages are a menace to the body, that it is a false stimulant which destroys neuromuscular coordination and dulls the ability to think quickly and act quickly.

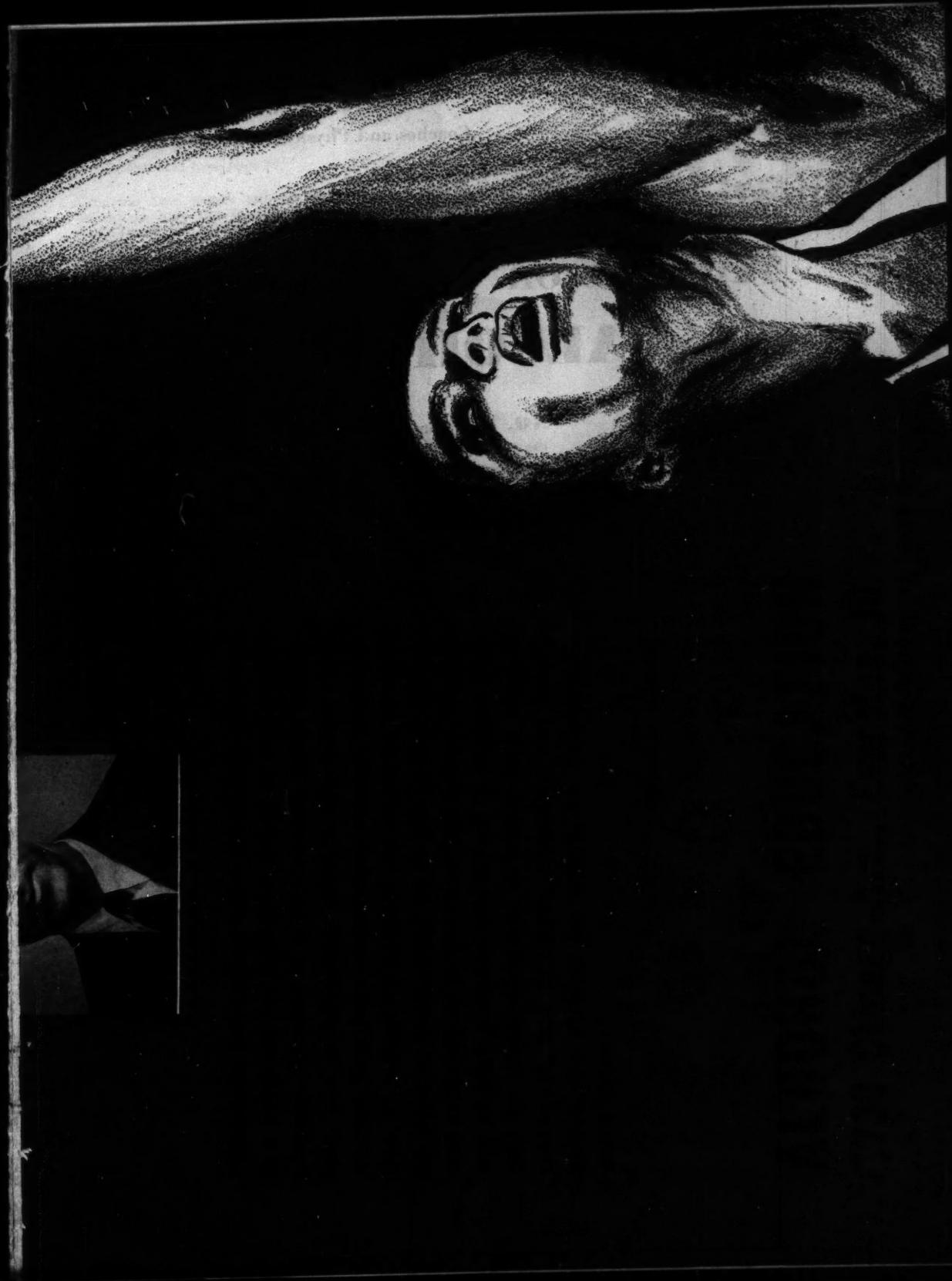
- Mr. Bunn's words are backed by years of experience in coaching and high-level administration. Former Dean of Men and Basketball Coach at Stanford University, he was president of the National Basketball Coaches Association in 1949-50 and is now Athletic Director and Basketball Coach at Springfield College. His common-sense approach to the alcohol menace may be removed for bulletin board display by merely turning back the staples with a knife or letter opener. For additional copies of this poster, check the "Alcohol Education" listing in the Master Coupon on page 71.

ALCOHOL EDUCATION POSTER on the following pages

MAKE

YOUR NO. 1. RULE





Questions and Answers on **ALCOHOL**

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

Modern Cheerleading

(Continued from page 26)

cerns the sizes. Outfits tailored to one group may not fit the next year's squad.

4. One squad made its own uniforms with the assistance of the school's sewing department.

5. School and/or individual funds are a conditioning factor in each of the above. They also govern the two-uniform idea—one for outdoor contests, the other for indoor games.

6. The use of jewelry, nail polish, and fancy hair clips as part of the uniform is taboo in some schools.

7. Most schools agree that the proper length for skirts is the middle of the kneecap.

8. The use of underarm shields is suggested to avoid damage to sweaters and blouses.

9. Keeping blouses tucked in is always a problem. It is suggested that a regular button holder be purchased; this has buttons on either end and will adequately anchor any blouse.

10. Uniforms should appear neat and clean at all contests.

SPORTSMANSHIP

1. Cheers which ridicule the opposing team or contest judges are decidedly unsportsmanlike and reflect unfavorably upon both the school and cheering squad.

2. Cheering upon occasion of injury to an opponent is likewise unsporting, as is cheering designed to interfere with team play (during foul shooting, etc.).

3. With tact and diplomacy, cheerleaders should make every effort to discourage discourteous conduct on the part of spectators.

4. To stimulate sportsmanship among spectators, invite a popular faculty member, well-versed in sports, to address the student body at an assembly.

5. As a traditional courtesy, permit the visiting squad to cheer first during time-outs and at the half.

6. Each league may award a banner to the school displaying the best sportsmanship throughout the season.

Cheerleaders can help a great deal in inculcating proper attitudes with regard to sportsmanship, courtesy, and common decency. By their actions alone, the cheerleaders can influence a crowd one way or the other. If the cheerleaders can be impressed with their responsibility towards eliminating unsportsmanlike conduct, they will do a great deal in solving the problem.

How does he do it year after year? What's his system?

Well, here's the answer—a 2-reel, 16-mm. sound film that presents in detail the key plays and drills of Adolph Rupp which have made Kentucky a champion.

This is a *coaching* film which also utilizes animated play diagrams and slow motion photography. The pivot man's slide into basket, legal screening, Kentucky fast break, penetrating zone defense and the famous Kentucky basket maker, Play No. 6—these and many others are presented in a manner that your players can translate into action.

The film was produced in Lexington under the personal supervision of Mr. Rupp. It's an authoritative coaching aid every high school and college should have. You'll use it to advantage many times a season for many seasons to come. Order now, before the season gets under way. The price, \$75.00. Order should be accompanied by check or money order.

Kent Lane

INC.

716 East Gray St., Louisville 2, Kentucky

Sports Publicity Program

By QUINN CONSTANTZ and JAMES SCOTT

State Teachers College, Mankato, Minn.

A detailed public relations program that will help schools and colleges build good will, promote their sports programs, aid the press, and increase gate receipts

PUBLICITY may not make the world go around, as is commonly claimed, but it certainly greases the ball-bearings of the athletic program. A well-planned publicity program can be justified on several vital counts. It (1) interprets your program to the community and builds good will, (2) performs a real service for the local press, (3) increases gate receipts, thus providing the wherewithal to support the non-paying sports.

A publicity program (and the word "program" implies planning) should be regarded as more than just constant pressure on the local news agencies for "more space" and "bigger play." There's no surer way of infuriating a newsman, sports or otherwise, than to tell him what or what not to put into his paper.

And there's no quicker way to drive him away in disgust than to hand him a "snow job" about how great your prospects are this year, or how you can't expect to win a game, or why you should be getting more money for the wonderful job you're doing. The newspaper man isn't interested in that sort of thing. He's heard it all before—and probably from you. What that sports-writer wants is facts: something with meat on its bones, to make his stories readable and his column interesting.

The saying goes that most sports-writers are just athletes who couldn't make the grade. Well, don't put the shoe on the other foot and become the coach who wants to run a newspaper. You make the news, and be content to let the reporters write it.

If your school is a small one, it's probably located in a community

with but a single newspaper, either daily or weekly. If you have a radio station, so much the better. It means a chance for pre-game interviews and actual live broadcasts of your games.

But the thing not to do is take for granted that the local paper and radio station will give your school and its athletic teams blanket coverage. The idea is to be as helpful as possible without becoming a nuisance.

Remember, the newspaper and radio station know that what goes on at your school is news to their readers and listeners—the people who pay your gate receipts, and, more often than not, furnish the youngsters who make up your teams. No, your local agencies will never neglect you completely, but with a little intelligent assistance from you, their coverage of the local sporting scene can be improved tremendously.

In most states these days, there is generally one metropolitan newspaper, along with any number of radio stations, who consider the entire state their "territory." That means they too should be fed a bit of information about your teams.

But, remember, of course, that your first job is to get the dope to the local papers and radio stations. You have to live with these people, and if they feel you're undercutting them for the sake of crashing headlines in the big city, they can cut your throat locally.

"But," you say, "this isn't Army, Notre Dame or Minnesota! Our school can't hire a corps of high-powered publicity writers to beat the drums for us. And I don't know

the first thing about newspaper writing. Where do I fit in?"

Well, even though you don't intend to operate on a massive scale, the nature of your problem is almost identical. You want the name of your school and the progress of your teams to be one of the main topics of conversation in your area. So the first step is to figure out just what your area is.

How far do people drive to see your games? How far do students travel to attend your school? What you're interested in is figuring out just what people you should reach with your information, and which people wouldn't or couldn't attend your games, no matter how much they knew about you. Once you've defined that "public" you're ready to go to work on it.

The local news agencies have already been mentioned. Now take a look at your current schedule. If you're playing in a conference, the people in each member town will be interested in you, because the progress of your team affects the progress of theirs.

All right, dig up the names of the newspapers and the call letters of the radio stations in those towns, and make yourself a mailing list. It will help even more to learn the names of the sports editors and sports directors, so you can address your information personally. And if you ever get the chance, get to meet each one of those boys, talk to him, let him see you're a nice guy who can furnish information (facts) when they're needed.

Now your mailing list is started. It isn't a big one, but it's the one that can do you the most good. Let's turn next to the exact nature of the material you're going to furnish these newspapers and radio stations.

As we mentioned above, they want the facts first of all. What kind of facts? In general, four kinds: pre-season, pre-game, post-game, and human interest information. We'll discuss each type separately.

Pre-season publicity should include a brochure or mimeographed booklet of a few pages containing your schedule, the names of every man whom you are fairly sure will see some action that season, along with his height, weight, age, year in school, position played, years of squad experience, number of letters earned, and his hometown (if yours is a consolidated school or if the player is a transfer student). If you're a college, include the name of the boy's high school and high school coach.

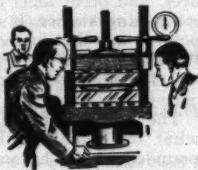
Your pre-season dope book should also contain your record in conference play and your conference



AN "ELEPHANT" SAT ON THIS BALL 1,013,200 TIMES!

● Monday Morning, November 28, 1950—the U.S. Government Shaper Tester was geared to the individual crush pressure of a young elephant (one-quarter ton). Regularity of Thrust: 55 strokes per minute.

In an earlier test a Seamless 500-hr. basketball was crushed to a thickness of 1" by 16,000 lbs. pressure—without a single rip, break or blowout!



Monday Afternoon, November 28, 1950—Machine was stopped to examine ball after 10,000 strokes (maximum U.S. Government requirement). Ball was unaffected. Test resumed.

Ball was subsequently examined at 100,000 strokes, 200,000 strokes, 500,000 strokes. Absolutely no ill effects.

January 22, 1951—A mechanical failure in the machine forced completion of test *after ball had withstood 1,013,200 quarter-ton blows!*

What We Discovered After Test
Air loss: $\frac{3}{8}$ lb. Roundness: $\frac{1}{4}$ " out of round. Condition of cover: No fractures, no ruptures. Hardly a scuff. General Condition: 100% playable.

4 Reasons for this Amazing Performance

Four features make Seamless athletic balls today's

finest performers: (1) *Kolite Cover*—Tougher than ordinary rubber. 100% waterproof—scuffproof. Looks and feels like fine leather, yet more durable. (2) *Specially Processed Nylon Winding*—Multiple layers mean ball has greater life, WILL NOT TEAR, stands toughest treatment. (3) *Butyl Bladder*—The amazing synthetic rubber that practically eliminates need for reinflation! (4) *Kantleek Valve*—All-rubber Patented Kantleek Valve is molded into bladder—cannot separate—air cannot escape. Sanctioned by N.F.H.S.A.A.

Please order now. Never before were such fine balls offered AT ANY PRICE.

FINEST QUALITY SINCE 1877



All 3 of these balls incorporate the same rugged construction proved in test above.



standing for the previous year; and a few comments on the coaching staff's experience, training, and record.

It is often wise to start the booklet with a sort of note or letter rounding up the situation in your school. Tell how you finished last season, what men you have lost, what men you will be counting on this year, and, if you like, a thumbnail notation of how the conference race looks to you this year.

Somewhere in the book you should have a list of the returning letter-men, with very brief summaries of their special abilities, their past performances, and whatever personal data you happen to have on them.

You should also have a page listing the names of the complete coaching staff, the athletic director, president, superintendent or principal of your school, the school's colors, its nickname, its enrollment, and the location of its home court or field, if other than on the school grounds.

If you have the time, the inclination, and the information, you might also go over each team on your schedule and give a brief history of your contests with them.

That's just the dope book, which should be put in the hands of the press well before the season. Now you have to keep things up to date. Pre-season stories can be made out of things such as how the club is shaping up, the showing of any outstanding individuals, style of play or type of offense and defense to be used, and general round-ups describing the sort of opposition you expect this year.

The pre-game write-up is simply the story that brings things up to date before each game. It might include a history of previous meetings between the teams, team averages and totals, common opponents, high individual scoring or yardage records for both teams; the significance of the event—how it will affect conference standings; and comparison of the styles of play involved. You might even toss in a quote from yourself, telling not just that you're going to win or lose but *why* you think so.

Incidentally, there is the problem of the coach who never has anything to tell the press before a game, because he's sure he'll be giving away some vital strategic secret. If you're going to change your line-up for some particular reason, and a reporter asks you about line-up changes, there are several ways to handle the situation:

You can (a) lie to him, telling him there will be none, or giving him a purely fictitious line-up; (b)

tell him what you plan to do, and ask him please to keep it under his hat because it might affect the outcome of the game; or (c) you can frankly admit that you can't comment because you might give away your strategy.

Of all those alternatives, the first is the silliest. That reporter will never trust you again, and he won't be overeager to give you the breaks when you might need them the most.

In these days of rapid communication, the post-game publicity write-up is practically dead. The reason for this is the telephone. Newspapers and especially radio stations want the scores as soon as they can get them. Very often they will send a staff writer or commission some local boy to cover the game and phone in the story after the final gun. In that case, your work is done for you.

THIS article represents the fruition of years of personal experience in public relations work and of close-range study of sports writers, announcers, and publicity men, by Quinn Constantz and James Scott, chairman of health and physical education and public relations director, respectively, of Mankato State Teachers College. Though applicable to all coaches, the article is designed primarily for the small-school coach.

If you're ever called upon, however, here's the way to approach it. Take the statistic book and be ready to read off the box score, pick out the high-point men for each side, and the percentage of shots made by each team. Try to remember the high points of the game: how big the lead was at its greatest spread, how often the lead changed hands, whether it was an overtime game, etc. In short, be ready to summarize the most important or typical aspect of the game. That's for basketball.

In football, the same thing applies. Take a look at any statistical summary following a game story. That's the information you will be expected to furnish the newspaper or wire service you call. They'll want first downs, yards gained, passes attempted and completed, fumbles—the works. They might want 200 or 300 words summarizing the scoring, too. In many cases, the press will welcome your call even though they didn't ask you for the service ahead of time.

We repeat, very seldom will the coach be called upon to send a written story of the game. But it occasionally happens. And if it happens to you, here are some things to remember:

First, keep in mind that the five W's are the most important things—*who* is playing, *what* the score was, *when* and *where* the game was played, and *how* or *why* it came out the way it did. Your beginning statement, the "lead," should contain the most important of those five W's. If you're not sure which is the most important, put them all in. That will insure the inclusion of all.

Remember that the information is more essential than the way in which it is presented. If everyone wrote perfectly, there would be no use for editors.

Following the lead paragraph, mention whatever other outstanding factors were at work in the game, then launch into the running account of the game. Wind it up with the box score or statistics.

In football, your running account is often merely a description of the scoring plays. Remember that a news story is organized in order of importance from top to bottom, so put the least important details at the end of the story.

It should be apparent by now that if you don't keep statistics on every game, you're sunk as far as post-game stories are concerned. Statistics, or the lack of them, will also affect another portion of your publicity program, and that's the human interest side.

The statistics book can often give you individual scoring averages, team averages, free-throw and field-goal averages, ground-gaining figures, and other facts that make for interesting stories. It might also be pointed out that you've got to have the statistics to back up any nominee for an all-star or all-conference team.

The human-interest story is just what its name implies. It's compounded of the humorous, curious, heartwarming, and sometimes tragic incidents that make up American life. And there's human interest in yours.

Perhaps you've got four brothers out for basketball; perhaps you have a 137-lb. center on your varsity football team; perhaps your entire team has started growing beards, stopped talking to girls (you wish) or has adopted screwy haircuts until it wins a title. Perhaps a giant center and a shrimp of a guard are the best play-making combination on your basketball squad; perhaps your first-string

(Continued on page 69)

THEY WON THE GAME . . .

BUT LOST THE MAN!

PLAY IT SAFE WITH
ODDOGUARD



It was a daring play. His team was on the two yard line, the score tied. The ball snapped back and he leapt forward, ten men trying to stop him. Then . . . the hard crush of bodies and sudden pain. Yet, somehow, he was still on his feet, plunging towards the goal. The crowd went wild. He made it and his team won.

But back in the locker-room it was another story.

His mouth cut and bleeding, this man was painfully injured and lost valuable teeth he could never replace.

**UNFORTUNATELY, HIS COACH HAD NOT
HEARD OF ODDOGUARD!**

Oddoguard is a miraculous new mouth protector that puts complete mouth safety into sports! Unlike ordinary mouthpieces, **Oddoguard** is made in two pieces, hinged together. Completely encloses gums, upper and lower teeth. Its patented hinged-construction makes it move comfortably with the mouth. Breathing is normal, speech easy!

Oddoguard acts like a resistor-cushion. At the strongest blow, teeth bite down into springy latex rubber. Cuts are prevented, teeth intact! And it can't slip down, in or out—its curved shape hugs teeth, fits any size!

No need to risk injury and expensive dental work . . . In every sport,
PLAY IT SAFE with ODDOGUARD—the only completely effective, protective mouthpiece!

At Your Nearest Sporting Goods Dealer or write:

EVERLAST SPORTING GOODS MFG. CO., INC., New York, N. Y.
For 40 years a trusted name in sporting equipment

**PLAY IT SAFE!
ASK FOR ODDOGUARD
ONLY \$2⁵⁰ EACH**



Invented and Patented by
Dr. Vincent J. Oddo, Jr., D.D.S.

Attacking the Zone Defense

(Continued from page 10)

protect the ball by means of the dribble until a sure-shot opportunity presents itself.

STOP THE FAST BREAK. Since the fast break is also a basic weapon of most zone defenses, defensive balance is essential in the attack against a zone. The following principles, in the order listed, will greatly help counter the devastating zone fast break.

1. Hold the ball; move it until a good shot is possible.
2. Follow-in; pound the offensive board.
3. Tie up the defensive rebounder; delay his first pass.
4. Retreat quickly; only one man should cover the rebounder.
5. Stop the first pass, particularly if made to the same man each time.
6. Stop the dribbler, providing you have support near your goal.
7. Master the shuttle between the free-throw line and the goal. (See Diags. 3-6).
8. Help out! Hurry back even though "lost"—the opponents may miss their first shot and you may prevent the double-up.

THE SHUTTLE is designed to stop the close-up shot following a fast break, whenever the defense is out-manned under the basket. Players X-1 and X-2 shuttle back and forth as shown in Diags. 3-6, playing the ball and guarding the under-basket area until help arrives or a shot is taken.

With practice, two good defensive men can hold almost any three-man attack in check for three or four passes and often come up with the ball before a shot is attempted.

THE SET ATTACK. Some coaches rely upon one formation to attack any type of zone. In fact, they'll use the same attack to meet a man-to-man defense or a press. Since attacking formations are not difficult to master, it's perhaps wise to perfect several.

The writer believes that the 1-3-1 provides the best all-around zone-attack formation, and that the 3-1-1 offers the best protection against a strong offensive zone as well as the greatest fluidity in player movement. However, since the 1-2-2, the 2-3, and the 2-2-1 formations are so easily applied and lend themselves so readily to over-loading and spreading the zone, it is believed that they should be taught

as supplements to the 1-3-1 and the 3-1-1.

In any attack against a zone, it is wise to minimize set plays and concentrate on "passing the ball" and "controlled player movement." These will produce defensive errors and encourage player initiative and confidence. Before elaborating on the specific attacking formations, it may be wise to expound the principles on which they are based.

Pound the boards! Follow in. The opposing rebounders will begin worrying about protecting the ball and you'll thus have weakened the fast break at its inception. You may also force a jump ball or an interception.

Defensive balance: Zone defenses are ideally adapted for the fast break inasmuch as the formation is all set to take off with the chasers breaking in straight lines. For this

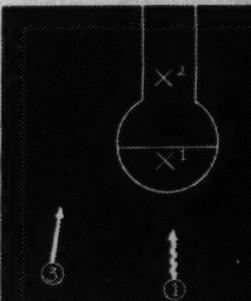
reason, all set attack formations should be designed with a thought towards defensive balance, and a defensive quarterback should be assigned the responsibility of assembling the defense to meet the threat of the fast break.

Move the ball! Since zone defenders concentrate on the ball, the best possible method of disturbing the zone alignment is by fast, accurate passing. The use of head and body feints and faking with the ball is important. Blind passing—looking one way and passing another—is taboo.

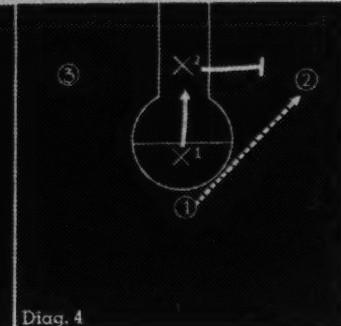
Shoot Over the Zone. The use of the set shot is imperative. Otherwise the zone can concentrate in an area close to the basket and reduce any set attack to impotency. Down-the-middle and side shots are vital—follow in is important here.

Player movement. Give-and-go plays and haphazard cutting are foolish. Players should move to meet the ball, overload specific zone areas, and screen for shots. Moving players must cut between the defensive lines—in front of one line but behind the next. Driving through two or more lines gains nothing, since opponents are playing the ball

Principles of Shuttle Defense

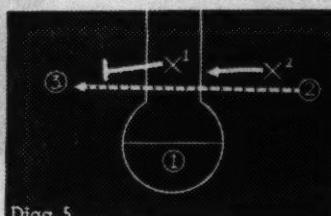


Diag. 3



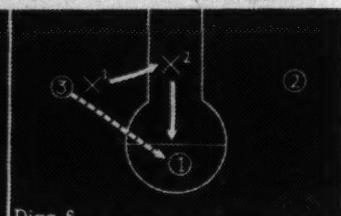
Diag. 4

As break approaches, outnumbered X-1 and X-2 deploy as shown here.



Diag. 5

If 2 passes across-court to 3, X-1 covers while X-2 drops back under.



Diag. 6

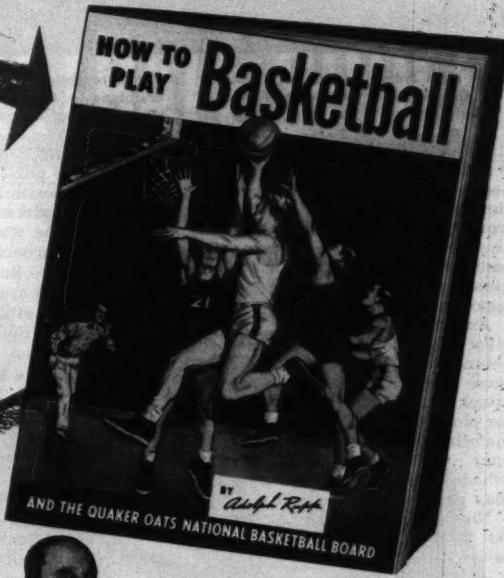
If 3 passes out to 1, X-2 covers latter and X-1 falls back to hoop.

COACHES! Quaker Oats offers
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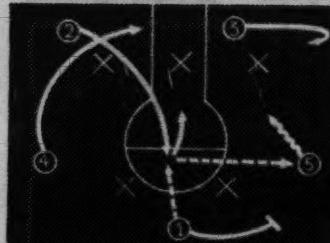
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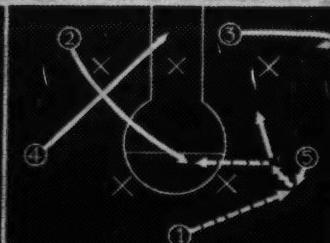
TOWN _____ ZONE _____ STATE _____

One-Two-Two Attack Against Two-Three Zone



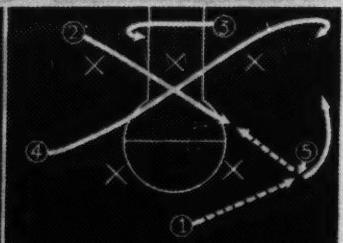
Diag. 16

Ball goes from 1 to 2, who shoots or passes to 5. Latter may shoot, dribble in, or pass to 3, 4 or 2.



Diag. 17

Upon receiving pass, 5 reverses and dribbles in for shot or passes to 2. 2 may shoot or pass to 3, 4 or 5.



Diag. 18

Ball is worked from 1 to 5 to 2, who shoots, passes to 3 or 4, or returns ball to 5 for a short set.

and will disregard the cutter.

Meet the ball. When a teammate needs help because he is being closely guarded, break to the ball from behind a defensive opponent or line. This will eliminate that panicky cross-court pass which usually results in a score for the opponents.

Anchor the rebounders. A tall pivot man moving back and forth behind the under-basket line of defense anchors a rebounder and gives attacking teammates opportunities for close-in shots. Furthermore, the opposing rebounders have a tendency to disregard this moving "shadow" and a quick pass to him may produce a score.

Now let us analyze the various set attacking formations themselves:

ATTACKING THE 3-2 ZONE

The 3-2 zone possesses the strongest attacking possibilities, since the chasers are already in fast break formation. The weakness of the 3-2 lies in the corners and behind the front defensive line. The 2-2-1 and 2-3 set attacks are recommended.

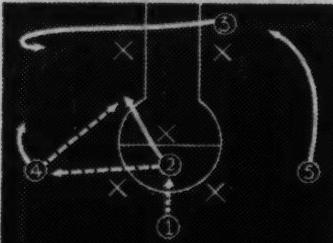
The 2-2-1 attack (Diags. 7-9) surrounds the defense and insures protection of the ball. In addition, three players are in good position to break to the ball. The ball-handlers, 1 and 2, are outnumbered, but if they're not too anxious to push the defense back, the ball can be advanced to 3, 4, or 5 without too much difficulty, and the advantage will be reversed.

The 2-3 attack (Diags. 10-12) permits freedom in moving the

ball and is excellent to coax the rear rebounders away from the basket. Movement by players 4 and 5 will freeze the back rebounders and usually produce a close shot at the hoop. Attackers 3, 4, and 5 should follow in. Nos. 1 and 2 provide strong defensive balance.

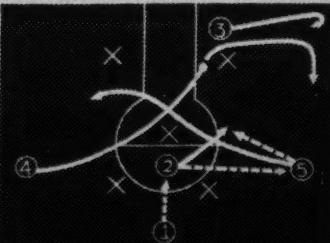
ATTACKING THE 2-3 ZONE. The weakness of the 3-2 zone near the basket resulted in the development of the 2-3 attacking formation. Now let us assume that one of the front-line chasers has been moved back to the front of the basket, so that the zone is now a 2-3. This provides the defense with a strong rebound triangle, but it weakens the front line and naturally reduces the effectiveness of the fast break.

One-Three-One Attack Against Two-One-Two Zone



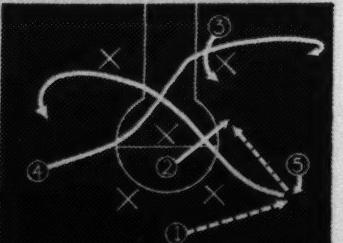
Diag. 19

Ball goes from 1 to 2 to 4, who returns pass to 2 if unable to shoot. 2 then passes to 3, 5 or back to 4.



Diag. 20

Ball is worked from 1 to 2 to 5 and back to 2. Latter may shoot, pass to 3 or 4, or slip ball back to 5.



Diag. 21

Ball moves from 1 to 5 to 2, who may shoot, pass to 3 or 4, or return pass to 5 on opposite side for set.

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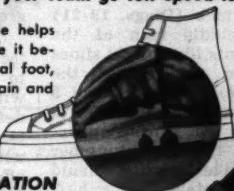
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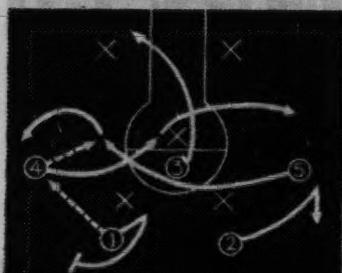
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Two-Three Attack Against Two-One-Two Zone



Diaq. 22

Ball goes from 1 to 4 to 5, who may lay one up, pass to 3 under the basket, or return pass to 4 cutting.

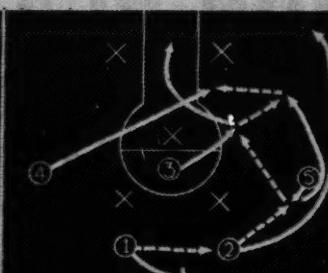
This 2-3 zone is weak against medium-length side shots and one-handers in the free-throw area. And since the chasers are unable to cover all the outside areas, they require assistance from the rebounders, thus weakening the under-basket area. The 1-3-1 and the 1-2-2 attacks are recommended.

The 1-3-1 attack (Diags. 13-15) stations three men across the court in the best scoring positions against a 2-3 zone. These players (2, 4, 5) must be score conscious but aware of the presence of 3 behind the rebounders, utilizing him whenever one or more of the basket guardians break out to stop a shot.

The ball-handler who passes to the player attempting the shot usually assists with defensive balance. No. 1 should possess a good down-the-middle set shot.

The 1-2-2 attack (Diags. 16-18) surrounds the zone, enabling the attacking team to pass freely and "run" the chasers. Because of the wide lane between the two defensive lines, there is plenty of room for player movement in the free-throw area. Player 2 should break to the ball from behind the rebounders and should be score-conscious. Nos. 4 and 5, the set shooters, have considerable latitude in their play and share the scoring burden with 2.

ATTACKING THE 2-1-2 ZONE. This zone is a compromise between the 3-2 and the 2-3. The weakness of the 2-3 on the sides and in the outer half of the free-throw area has led the defense to expand the rebound triangle by moving the center rebounder out to the foul line. This 2-1-2 formation is undoubtedly the best and most popular all-around zone defense.



Diaq. 23

Ball is moved from 1 to 2 to 5 to 3 to 5 to 4. Latter may shoot, pass to 2 or 3, or return to 5 for set.

However, the corners and the sides are vulnerable, and the attack should concentrate on these areas. The 1-3-1 and the 2-3 attacks are recommended.

The 1-3-1 attack (Diags. 19-21) anchors the middle man of the zone and prevents his normal slides because of the presence of the pivot player (2). Players 4 and 5 must realize this fact and utilize 3 in maneuvering for scoring opportunities. Nos. 5, 4, and 3 outnumber the rear defensive line and should exploit this advantage.

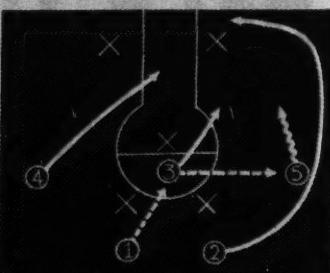
The 2-3 attack (Diags. 22-24) is strong defensively and permits the front line extensive movement. Players 3, 4, and 5 may use a flat figure-8 in working for scoring opportunities, or the pivot man (3) may be restricted while 4 and 5 exchange positions or sides.

The out-numbering principle is employed as often as possible to gain an advantage over the rear rebounding line. Because of the strong defensive balance, the back-court ball-handlers may be granted more freedom in driving to the basket.

SPECIAL ADAPTATIONS

No matter how carefully a coach develops an offense or defense, his plans may be disrupted by conditions over which he has no control. The size of the floor, the defensive and offensive variations encountered, and the changing personnel of opponents may prove so disturbing that the usually reliable methods may prove useless. Offensively and defensively a coach should prepare his team for such contingencies.

Player differences: A standard attack formation against different



Diaq. 24

Ball is worked to 5, who shoots, dribbles in, or passes to 2, 4 or 3, who've overloaded right zone.

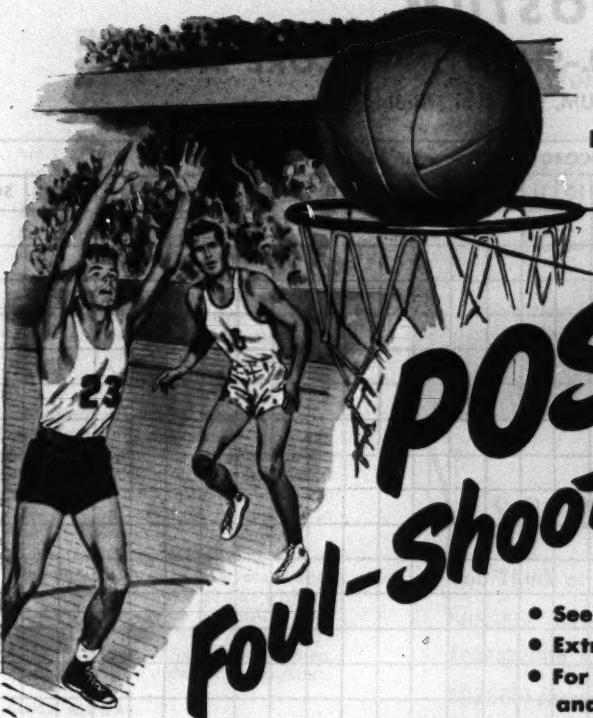
teams which use the same zone may not be effective. A team composed of tall and slow players could not be attacked in the same manner as one made up of small, fast, and aggressive men.

Change of tactics: When planned tactics fail, a team should be able to change its defense or offense without loss of time. Offensive and defensive signals possess an advantage. No long explanations will be needed to inform the players what offense or defense to use; the mere calling out of a number by the captain will suffice. With a little drilling each number and its respective formation can be quickly mastered.

Player is the essence: The success of a set attack depends entirely upon the available players. If they possess passing and set-shot accuracy, they will riddle most zones regardless of the type used. Should the players be tall, rugged, aggressive, and defensively strong, a specialization in quick-break and follow-in tactics may suffice.

The quarterback: In every group there are always one or two who are outstanding. One of these should be chosen as the quarterback. He should be willing to spend considerable off-practice time discussing tactics with the coach. If this player is the captain, so much the better. If not, it is best to include the captain in the consultations so there will be no confusion with respect to duties and responsibilities.

Variations: It's impossible to diagram and work out all the variations which can be used by a stated offense or defense. Only those considered most effective under game pressure have been discussed.



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Three-Man Zone

(Continued from page 7)

man-to-man defenders, our front-line zone player (X-3) is always alert to pick up either of the opposing high scorers cutting in.

Where a screen is set up on our front zone man, the triangle is rotated in the direction opposite the screen, and remains so altered until we have regained possession or until another rotation is mandatory.

The advantages of this combination defense are obvious. Since we always have two big watchdogs patrolling the defensive board, we are able to control 75 to 95% of the defensive rebounds. Meanwhile, the middle man of the zone-triangle can prevent opponents from dribbling down the middle after a mid-court screen, as well as prevent passes to any pivot attempting to operate in the keyhole.

Another important advantage is that our clumsier big boys are able to play the whole game without weakening the team by fouling out. In fact, our entire team rarely commits more than 10 fouls a game when employing this defense throughout.

QUICK RETREAT

The success of the three-man zone, like any other zone defense, hinges upon an instant, quick retreat whenever possession is lost—after a score or after losing the ball by interception or violation.

In many situations, due to the nature of our offensive pattern, our man-to-man defenders will be forced to retreat first and set up the triangle until the regular zone giants arrive. Every player is taught how to retreat to the keyhole and branch out from there into his regular defensive assignment.

The first man back sets himself on the foul line, doing his best to ward off any fast breaks. When our second player arrives, the first shifts directly back to a position three or four feet in front of the basket and behind the second man, who holds up at the foul line. When the third player arrives, the regular triangle is completed.

Every offensive move we make is executed with some thought of leaving one man out to stop an opposing fast break. On every jump ball, no matter in which of the three circles it occurs, and in every out-of-bounds situation, this plan of defense is always kept in mind. In this era of fire-horse basketball, too much thought cannot be given towards stopping fast breaks.

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COACHES' CORNER

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 351 Fourth Ave., New York 10, N. Y.

FOOTBALL'S fabulous referee, Jim Durfee, was a squelcher supreme who slaughtered anybody rash enough to cross him. One afternoon Milan Creighton, coach of the Chicago Cardinals, started needling him from the sidelines. Durfee refused to be baited. Towards the end of the game, he caught Creighton illegally shouting instructions to his players.

Durfee tooted his whistle and paced off 10 yards against the Cardinals.

"What's that for, Jim?" roared Creighton.

"That's for coaching from the sidelines."

"You don't know what you're doing," bellowed the Cardinal coach, "and that proves it. The penalty for illegal coaching is 15 yards."

"I know, Milan," said Durfee pityingly, "but the kind of coaching you do is only worth 10 yards."

When Doc Spears was coaching at Wisconsin, he wasn't particularly noted for coddling his players. One afternoon a member of the athletic board approached him and said, "Coach Spears, why is it the boys don't love you the way they do other coaches?"

The rough and rugged Doc eyed the gentleman speculatively. "Professor," he retorted, "I've been too darn busy coaching to do much courting."

Bull's-eye passing from Tommy Fitzgerald's bright sports column in the Louisville *Courier-Journal*:

The wife of the Notre Dame football trainer gave birth to twins. In keeping, we suppose, with the Notre Dame policy of being two deep at every position.

An alumnus has willed more than a million dollars to Rutgers for football scholarships. Pity the poor Rutgers coach of the future, who not only will be hounded but also haunted.

Some schools are returning from

the two-platoon system to the old double-duty performer. More players are being asked to go the full 60 minutes this season with no increase in pay.

A dispatch says a football game was called off in Sydney, Australia, because the field was covered with worms. Coaches down that way also seem to be bothered by the alumni.

Notre Dame and Army stand as the nation's "winning-est" football teams of the past 10 years. The won-lost records from 1941-50 give the Fighting Irish a slim edge over the Cadets (85.1% to 84.8%). No other team was able to achieve an 80% mark during this span.

Following are the country's top ranking powers for the 10-year period between 1941-50. Tie games and post-season games are not included.

College	W	L	Pct.
1. Notre Dame	79	11	85.1
2. Army	75	11	84.8
3. Michigan	71	17	79.3
4. Texas	76	20	78.6
5. Tennessee	66	17	77.8
6. Georgia	75	24	74.5
7. Alabama	64	21	74.2
8. Oklahoma	71	24	73.7
9. Penn State	61	22	72.4
10. Pennsylvania	57	23	70.5

You may be interested to know that the two most successful college teams over the past 20 years are—no, not Notre Dame and Army—but Tennessee and Alabama.

Though Dick Lacey is no relation to Dick Tracy, his feats are just as incredible. Lacey, author of that terrific track piece in this issue, coaches track at Pelham (N. Y.) High School. Pelham has no track to work on. It boasts fewer than 200 boys. Yet Lacey has won 75 out of 90 outdoor dual meets during the past 17 years, including eight undefeated seasons!

He once chalked up 33 straight wins over a period of six and a half years, and has annexed any number of county, sectional, Penn Relay, and other "big meet" titles. Last season his team won the interscholastic mile relay at

both the Millrose and the Knights of Columbus Games in Madison Square Garden, and took the Eastern outdoor two-mile relay crown in record time.

How does he do it? Just read his article.

Peahead Walker, assistant coach at Yale, once had a room on the 16th floor of a hotel in Atlanta. One day he saw a man poised on the ledge of a window across the street, ready to jump. A police captain in the street below was pleading with the would-be suicide, stalling for time to enable two policemen to reach his room and grab him from behind.

"Think of your wife," shouted the police captain.

"I haven't got a wife," answered the man on the ledge.

"Think of your mother."

"I haven't got a mother."

The captain thought a moment. "Then think of Robert E. Lee."

"Never heard of him," said the man on the ledge.

"Jump, you damyankee, jump!" shouted the officer as he turned his back and walked away.

Peahead's boss, Herman Hickman, though now a Connecticut Yankee will revert to form under stress. Like the Xmas night at Miami when the All-North and All-South teams started out for the football stadium. The bus with the Southern squad was in front, with the bus carrying Herman's Northern team bringing up the rear and catching all the fumes.

Hickman finally stood up in the aisle and ordered the driver to shoot ahead of the other bus. "Come on," he bellowed, "come on! Let's get ahead of those damyankees and stay ahead of them for the rest of the night!"

He turned back to his players and encountered a chilly silence. One of the players chided, "Coach! Coach! We're the damyankees!"

Nonplussed, Herman strode back down the aisle and roared, "Come on, come on! Let's get ahead of those damrebels!"

This happened during my senior year at the U. of Mississippi," writes Guy D. Penny, coach at Collinsville, Ala. "During an inter-squad game, backfield coach Cain, a trifle excited, sent Callahan, a halfback, in for Callahan. Callahan entered the game, announced that he was replacing Callahan, then trotted back to the bench and sat down! He thus became the first player in history to be put into a game and taken out on the same play."

Never fail to get a chuckle out of that description of a Philadelphia baseball fan in Damon Runyon's wonderfully humorous short story, "Baseball Hattie." Here is Runyon at his best: "The reason the umpire takes this action (forfeiting the game to the Giants) is because he orders several of the Philadelphia players to leave



Tips to Trainers

by ROLLIE BEVAN, Head Trainer
United States Military Academy

Thigh Injuries

Early season running, when overdone, may produce very sore legs. Whirlpool, swimming, and massage with Rub A-535 will soon rectify this soreness.

Pulled muscles and "Charley horses" are treated alike. Both are more or less tears that create a muscle spasm or knot that feels sore and taut. The immediate treatment is application of ice packs to the sore area for an hour. Follow this with heat to relax the muscle, then place a layer of Rub A-535 covered with cotton and a rubber compress over the area, and wrap with a bandage around the waist to hold the dressing up and on.

Continue this treatment for two or three days. Then use whirlpool and massage (a rolling method on the underneath part of the thigh) in a manner that vibrates the whole upper leg. Wrap as before with Rub

A-535, compress, etc. Sometimes when the quadriceps muscles are bruised or pulled they become so inflamed that ice packs are the only reducing process. Heat or massage create further swelling and inflammation. The method with ice is longer but safe. Make the packs of cracked ice in mesh cloth.

As the leg relaxes and natural action returns, use Antiphlogistine Poultice heat, followed by light massage—applying mass kneading gently and rhythmically. Keep the leg wrapped until all soreness disappears. After the first day, the boy should go out with his leg wrapped and walk several laps around the field.

As the leg responds, he should begin jogging with a loose stride. When the boy starts hitting his normal stride be sure to give his leg good support and protective padding.

The satorius muscle, known as the "tailor's muscle" runs obliquely

across the inner leg from its origin on the superior spine of the ilium, to its insertion on the tibia. It lifts and rotates the leg outward. It can become sore, and when it does it often is treated as a "Charley horse."

(Extract from Mr. Bevan's booklet
"Athletic Injuries")

"Bevan's Mail Box"

Coaches and trainers are invited to write Mr. Bevan for advice on specific problems, in care of The Denver Chemical Mfg. Co., Inc., Dept. S-3, 163 Varick Street, New York 13, New York. A copy of Mr. Bevan's booklet may also be obtained by writing to the above address.

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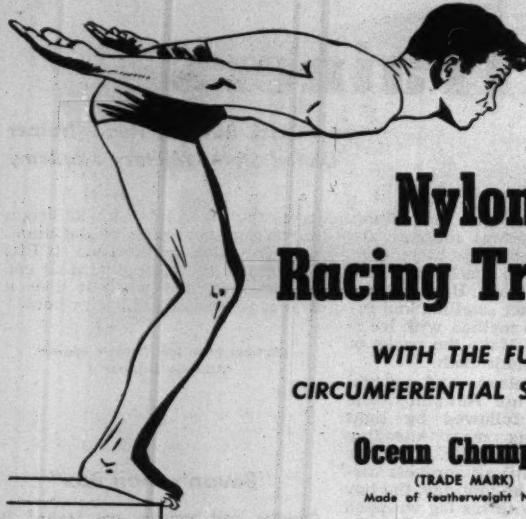
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the field for calling him a scoundrel and a rat and a snake in the grass, and also a baboon, and they refuse to take their departure, as they still have more names to call him.

"Right away the Philadelphia customers become infuriated in a manner you will scarcely believe, for ordinarily a Philadelphia baseball customer is as quiet as a lamb, no matter what you do to him, and in fact in those days a Philadelphia baseball customer is only considered as somebody to do something to."

Chatting with Bill Veeck, president of the St. Louis Browns, a baseball reporter observed that Jim Delsing, the Brownie centerfielder, can go back for a fly as well as anyone in the business. "He should," retorted Veeck. "Playing for the Browns, he's had more practice than anyone in the business."

After going nine-for-seven in the first two games of the world series, Monte Irvin "tailed off" to .583. Moving one of the Giant fans to remark, "I know that bum wasn't a .600 hitter. Just a flash in the pan."

One of the oldest clock-stopping dodges in the grid book is asking for a measurement of the distance remaining for a first down. The ref will invariably grant this request, stopping the clock while he calls for the yardsticks. A high school team once thought of this stunt while driving against the clock. On third down, without any other means of stopping the clock, they asked for a measurement.

The ref was astounded. "A measurement of what?" he asked. "You've got 15 yards to go!" The captain, with a straight face, assured him they needed to know exactly how much because of the nature of the play they wanted to call. "Cut the comedy," the official snapped, "and play ball."

But the purpose had been served. As the ref stepped into the controversy, he had automatically signaled for an official's time-out!

SOURCES OF OFFICIAL RULES

ALMOST everybody at one time or another blows his top trying to locate the source of some particular rule book. From now on, however, this will not be accepted as a legitimate excuse for insanity.

Thanks to The Athletic Institute, you can now obtain (free!) a list of the sources of practically all the official rule books. This list gives the names of the distributors, their addresses, and the prices for every official rule book. National Federation, NCAA, and National Section on Women's Athletics publications are included.

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OFFICIAL RULE BOOKS

LATEST official 1952 NCAA sports guides (containing the official rules) to come off the presses include the Basketball, Swimming, Wrestling, Boxing, and Ice Hockey Guides. Each of these official NCAA rules publications sells for \$1 and may be purchased from The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

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PHYSICAL EDUCATION ACTIVITY:

How Much and What Kind?

By JAMES W. LONG, Asst. Phys. Ed. Director, Wake Forest College

THE fact that large numbers of college freshmen cannot pass rather low standards of physical fitness and that more than nine million men were rejected for military service in World War II, clearly indicate that as a nation we have sadly neglected our health and physical condition.

What's more important, however, is that we must recognize the fact that health and physical fitness cannot be developed by talk, stirring slogans, or sporadic and feeble efforts. We need action—in the form of dynamic, sensibly organized and administered physical education programs.

In my previous article (last month), I mentioned many of the physiologic benefits of good physical activities, enumerated some basic precautions, and finished with a discussion of the overload principle—the gradual increase of resistance to the individual's optimum.

Man can attain a high degree of heart, lung, muscle, and brain efficiency through progressively strenuous exercise. The load should be gradually increased according to the individual's needs. This does not mean that the individual should strain to the point of injury, but that he should develop according to the increased demand.

METHODS OF APPLICATION

This principle is vitally important to understand and practice. The increase in resistance necessary for the application of the overload principle can take several different forms. One method is through increase of repetitions. When the rate of work is increased, the energy required becomes proportionately greater. This makes it necessary to watch dosage of exercise to prevent stiffness and soreness.

The second method is the time element—the speed of movement or the amount of exercise taken in a

specified period of time. The third method is the increase of resistance, which can take several different forms such as weights, tension gadgets, and action of opposing muscle groups.

This attainment of a satisfactory level of physical fitness must be supported by other health requirements, such as proper diet, sufficient sleep, adequate medical and dental care, and sensible regulation of injurious drugs.

STRENGTH OF MUSCLE

The larger muscle, other things being equal, is the stronger muscle. Where certain muscles do not develop sufficiently for the necessary strength or appearance, the deficient muscles can be singled out for intensive development.

To insure that muscles can be developed to the point of hypertrophy (increased size), it will be necessary to use the overload principle. Muscles hypertrophy in proportion to the amount of work done in a specified time rather than to the total work.

MAINTENANCE PROGRAM

To retain condition once it is attained, it is necessary to continue the activities at approximately the same rate. Unfortunately, physical fitness can be lost in a relatively short time after the discontinuance of activity.

A maintenance program can be of short duration. Approximately 20 minutes per day will suffice, if it is strenuous enough. What must be avoided is the tendency to race the human machine madly in our intensified sport program during school days and then sit back and deteriorate.

CREST LOAD PHENOMENON

Another interesting principle is the "crest load" phenomenon. The crest load is the level of exercise

intensity which an individual can continue rather indefinitely. When one increases the exercise past this crest load, he develops an "oxygen debt" which puts a stop to the exercise until the system catches up with the "oxygen debt."

The interesting thing about this phenomenon is that training and better condition can raise the level of the "crest load," allowing one to continue at a much higher rate of work over a longer period of time.

QUALITIES OF ENDURANCE

Different qualities of endurance can be developed through exercise. Muscular endurance is associated with an increase in the number of capillaries. It is possible to experience muscular exhaustion and still not be "winded"—as from too many pull-ups, for example. This type of endurance is based almost entirely on strength plus improved circulation in the muscle.

Another quality of endurance is called "cardio-respiratory" endurance or heart and circulatory capacity. This is primarily a matter of development of the heart along with muscular strength and a high "crest load." This adds the quality of "wind" so essential for sustained muscular activity.

PSYCHOLOGICAL LIMIT

While an individual's ultimate performance is limited by the physiologic capacity of the organs involved, the psychological limit reduces this ultimate performance long before the physiological limit is reached, through slight aches, respiratory distress, and mental factors such as parental misgivings and fear of over-doing.

Since the physiological limit acts as a safety to prevent overstrain, one must not be too cautious and stop exercising short of "overloading." Various stimulating forms of

(Concluded on page 59)

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urements unnecessary. It also can be used as a text on Statistics—and there is no other dual purpose text and workbook all combined in one book.

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Afternoon Snacks

• Raw carrots make excellent after-school snacks to ease that hungry feeling before the evening meal. Cleaned thoroughly, cut in long sticks, and flavored with iodized salt, they furnish an excellent nibble and also help provide the much-needed vitamin A. The thorough chewing necessary in eating a carrot also furnishes your teeth with a healthy workout.

• If you carry lunch to school, make sure your sandwiches are made of buttered whole wheat or vitamin-enriched bread. Margarine is a good substitute for butter, while meat, fish, egg, peanut butter, and beans make excellent sandwich fillers. A carrot, celery stalk, or tomato, fruit and milk will nicely round out the meal.



• Coaches know what they're talking about when they advise athletes not to eat greasy foods. Meats covered with grease are tough to digest. The gastric juice in the stomach has no digesting effect on grease. In time, the fat-covered undigested protein passes on to the small intestine where the fat is digested. But since there's no protein digestion in the small intestine, most of the nutrient is lost to body use.

• Dental Floss, which is nothing more than a waxed, specially treated soft thread, is one of the unheralded heroes of our fight against tooth decay. Dentists recommend that the Floss be inserted between the teeth to remove the small food particles the toothbrush cannot get at. The use of Dental Floss, brushing, gum massage, periodic inspection, and plenty of protective type foods add up to dental hygiene at its best.



• Sit down and figure out the nutritive value of the food you've eaten the past few days, then compare the results with the recommended standards. You'll be surprised. In all probability, you'll find that you're not eating enough of the foods high in minerals and vitamins. These are known as the protective foods and are absolutely essential to the diet. Included in this protective food group are meat, fish, eggs, green leafy vegetables, whole-grain cereals, and vitamin-enriched bread.

• Tuberculosis ranks as one of the leading causes of death among teen-age boys and girls. Schools throughout the country are doing all they can by administering the patch-test to discover active cases of infection. The germ causing TB is already in most people and eagerly waits for the body to run itself down before it attacks.



It is interesting to note that good diet and rest are two of the main methods of combatting this disease. Boys and girls should avoid undue fatigue, and constantly make sure that they eat good wholesome foods that are as necessary to normal growth. A complete medical checkup at least once a year provides added insurance against this dread teen-age enemy.

POST ON YOUR BULLETIN BOARD

Physical Activity

(Continued from page 56)

competition are effective in extending the psychological limit, such as competition against others and against one's best record, and desire for social approval.

Successful athletes probably reduce the distance between their physiologic and psychologic limits to a minimum.

A WELL-BALANCED PROGRAM

Every student needs to participate regularly in a well-balanced physical education program. There is a need to learn and become skilled in one or more sports so that he will really enjoy them.

There is a need to know the value and limitations of his sports. Only a few sports such as swimming or handball can produce all-round development of strength and endurance. Most team sports develop endurance and leg strength, but neglect the upper shoulder girdle, arms, and hands.

Many of the popular sports such as golf and bowling are of little value for endurance and strength. They possess other values, however, such as sociability, release of tension, and esthetic enjoyment.

Conditioning and prescribed exercises are essential to increase strength, speed, and agility in any part of the body where the need exists. Varied home recreational facilities must be developed and participated in, for purposes of convenience, economy of time, and a more enjoyable home life.

The time of day should be in accord with the individual's inclinations. There is evidence that recreational exercise does not necessarily interfere significantly with digestion. It is important, however, to establish an habitual routine in order to profit from the benefits of regular exercise.

The health and physical education program needs to be an individual undertaking. The old saying, "you can't get something for nothing," certainly holds true for the development and maintenance of one's health and physical fitness.

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Technique of Jump Shooting

(Continued from page 14)

good advantage—either from the front or the sides. From around the foul line and beyond, best results are obtained with a soft, gently arched shot.

The use of the backboard and the amount of arch employed—other than previously stated—may vary with the individual. The proper utilization of each may be discovered by experimentation in practice.

Proper form is more essential in the jump shot than in any other shot. This is one instance where the coach must insist that the boy concentrate on good form even before accuracy. A shot that is released at

any point other than the peak of the jump cannot be fully effective.

Another common error is releasing the ball without fully extending the arm or arms above the head. Coaches should watch the elbows to see that they're not unnecessarily bent during the process of shooting. Remember, the main impetus is furnished by the flip of the wrist and fingers, not the arm motion.

Many players successfully utilize an extra "kick" when in the air, which gives them that "hanging in the air" appearance. This lends a graceful, ballet touch to the shot. But, more important than the looks,

it enables the shooter to relax a bit at the height of his leap, making his shot more accurate.

For prime accuracy, the player should be facing the basket when he shoots. Pivot men, in order to do this, often must turn in the air before shooting. This movement may be facilitated by having the pivot take a quarter turn before starting his leap, so that actually he'll have just an additional quarter to turn from his back-to-the-basket position. The quarter turn may easily be accomplished in conjunction with a fake before the shot.

Although the shot is most used in the area between the foul line and the basket, some players have mastered it to such a degree that they can accurately use it from as far out as the edge of the circle.

Once the shot is perfected, coaches should watch carefully to see that it isn't abused. Over-use may be attributed to the great deal of practice required for its mastery. This isn't as crazy as it sounds. The shooting pattern may become so habitual that in many close-in situations the boy may unconsciously find himself jump shooting instead of going all the way in for the easy lay-up.

To safeguard against such mal-practices, coaches should make certain that their boys spend enough practice time on all their game shots and thereby maintain accuracy in each.

Inasmuch as the jump shot requires a great deal of coordination and balance, it is difficult to perfect. It takes constant, carefully supervised practice with a lot of old-fashioned stick-to-itiveness to produce the desired adeptness.

When the player has developed this shot well enough to add to his repertoire, he will not only raise his personal offensive value but add to his team's overall threat.

By way of summarizing, then, let us expound the salient features of the jump shot as they concern the coach. The coach should concentrate on:

1. The value of the shot and the circumstances under which it can be used.
2. Perfect form in the delivery—form first, then accuracy.
3. Ample practice to maintain accuracy.
4. Careful surveillance of the shooters to safeguard against over-use.

The time and effort spent by coaches in the development of skillful jump shooters may produce the points needed to win the close ones . . . indeed a rich reward.

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Winter Track Conditioning

(Continued from page 22)

some running; and if there's one thing most weight men hate (at least in high school) it's running.

Anyway, he worked conscientiously all winter, practicing starts with the sprinters, striding straightaways and even doing laps. The following spring at the New York State Sectional Championships, he hit 52-2! This mark was due in great part to his long hours of sprinting.

George Eastment, coach of Manhattan College's indoor intercollegiate championship team, has said, "Good running is merely an accumulation of a lot of running." How true this is!

And the star runners know it, too, even though some of them have found winter running arduous and unrewarding. Take the case of George Rhoden, Morgan State's greyhound, and Herb McKenley, former Illinois flash. These two are, by all odds, the finest quartermilers in track history. Yet in indoor racing they're hardly ever in the money.

Board tracks just aren't made to order for their long, rangy strides. But they keep running conscientiously all winter anyway. They know that if they didn't they wouldn't be half so good come spring and the outdoor campaign.

If a board track or an armory is available in your neighborhood, try to have your boys work out there. Most colleges or schools which own board tracks are usually glad to have outsiders use their facilities. In fact, some of them encourage it.

And if your school is in or near a large city where there are indoor meets, by all means take advantage of the opportunity to give your squad some board floor competition. A boy can learn more about racing tactics in one indoor meet, for instance, than he can in a half dozen outdoor races.

At Pelham last winter, we ran on the field and crosscountry course; and, when the weather was too bad, in the halls of the school or the gym. We made occasional trips to a board track in a neighboring town.

Yet we won the interscholastic mile relay at both the Millrose and Knights of Columbus Games in Madison Square Garden! Which shows what you can do when you don't mind a few handicaps.

Unfortunately, winter running isn't so easy for you, the coach, as we have perhaps made it sound. In the first place, you'll have to do a selling job on your team. Particularly if there's no chance for indoor competition. After all, it's pretty

tough to convince a boy that he should run all winter long when he has nothing to aim at but a meet in far distant April or May.

But if you can get your squad—or even part of it—to try winter running for one year, you won't have to sell them again. When spring rolls around and they start beating the ears off the opposition who are just emerging from hibernation, they'll realize that those months of often monotonous, grind-

ing workouts have paid off.

Of course, you won't be able to get your entire squad out during the winter. Some will be playing basketball or other winter sports. And some won't want to run in the cold weather. But if you can get even a few of your men out, you'll be ahead of the game in the spring. You can train the backbone of your team in the winter.

So this winter, don't let a little snow or cold weather bother you. Have your boys put on their sweat suits and wrap towels around their throats, and take them out for what they may be surprised to find will be an exhilarating workout.

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Oklahoma's Drake Shuffle

(Continued from page 13)

kind of defense without necessitating a change in the general pattern. As you may have noted, we operated on an overload principle against the man-to-man or checking defense. This same type of overload is employed against a zone defense. We do not have to run a new formation.

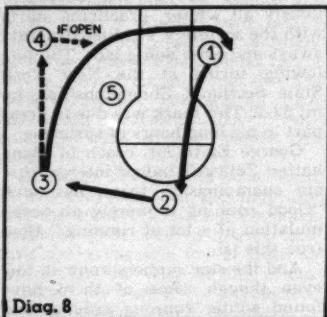
Diag. 7 shows the same formation as it works against the zone. We are constantly aware of two triangles—the one formed by 4, 5, and 3, and the other formed by 2, 5, and 3.

Where we find one defensive man trying to cover two attackers, we'll work on that triangle, widening the gap (by a step) between the two men that the defender is trying to cover. Against a zone, we also have the post man (5) back a little deeper than in the regular Shuffle formation.

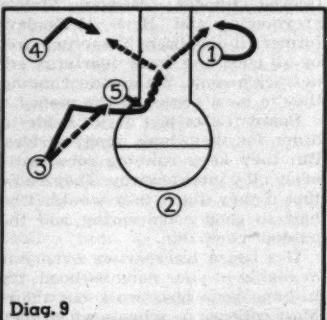
Diag. 8 shows the solo cut by 3. He passes to 4 and looks for a return pass if the man covering the cutting zone releases him. If this defender latches on to 3 and goes too deep with him, 2 will be open for a short shot at the 3 hole; and if 2's man follows him over, then 1 will be open in the 2 hole at the head of the circle. No. 3, the cutter, goes to the 1 hole. This is the normal movement of the players on a solo cut.

Diag. 9 outlines a solo cut following a pass directly to 5. The latter might hold the ball and pass out, in which case the players would fill the vacant holes as usual; or 5 may pass off to 3, as shown. The latter goes up for a shot, with 1 and 4 trying to get open for a pass, or hitting the boards if 3 shoots. No. 4 is the logical out for 3 to pass to.

Diag. 10 shows how we hit the



Diag. 8



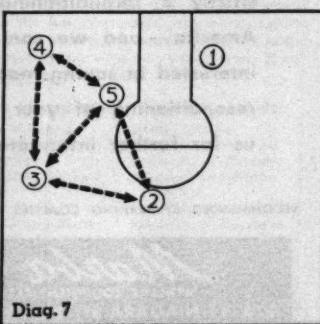
Diag. 9

weak-side man with a pass. Though this pass may come from any player, it is usually delivered by the 5 or 2 man. Just as in our regular pattern of play, the pass to 1 is a forcing pass that calls for the change-of-sides.

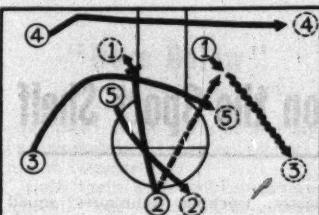
The only change we make on this against a zone is to reverse the order of cutting with 4 breaking first and 3 second. The first cutter still goes to the 4 hole and the second cutter to the 5 position. No. 1 goes to the 3 hole, but in so doing doesn't miss an opportunity to hit either 4 or 3 if open on the cut for the basket.

Nos 2 and 5 change positions. No. 2 becomes the weak-side man by going to the 1 hole, while 5 goes to the 2 spot.

Remember, any time you hit No. 1 with a pass, all five players must move. Another thing: Don't telegraph your passes. This is a rather simple formation, but when operated in conjunction with a fast-break and a full-court press should give you enough guns to beat the zone.



Diag. 7



Diag. 10

The fast break, of course, is the primary weapon against a zone. As against the full-court press, the idea is to try to score before the defense can get set. We'll hit the board with three and a half or four men, as outlined in my previous article, and we'll also employ a full-court press in the hope of picking up a few cheap baskets.

Way back at the beginning, I claimed the following advantages for the Drake Shuffle:

1. It will work just as well against a pressing or zone defense as it will against a man-to-man.
2. Though it operates from a

single post, you don't have to get the ball in to the post to make it go.

3. It provides definite offensive board assignments.
4. It enables you to free lance while still in your set pattern of play.
5. Because of its fluidity, it is tough to scout.
6. It furnishes a balanced attack with out-shooting as well as drives.
7. It keeps all the players moving all the time.
8. It is excellent for teams without a big man.
9. It prevents the defense from deploying its men where it wants them (unless they play zone).
10. It reduces bad passing to a minimum.
11. It's very simple and thus easy to learn.

In closing I'd like to reiterate that this offense comes closer to meeting all the needs of the coach than any I've ever seen or personally tried. It is the beau ideal of offenses—one that keeps all the players moving and that will work equally well against all types of defenses.

I hope these articles proved my case. If you desire any other information on this attack, I'll be more than happy to furnish it.

FALL AND WINTER SPORTS CATALOG

FEATURING the Spalding J5-V (the football used by most of the leading schools and colleges) and the Spalding 104 Last-Bilt basketball, the A. G. Spalding & Bros. 1951-52 fall and winter catalog is now ready for national distribution.

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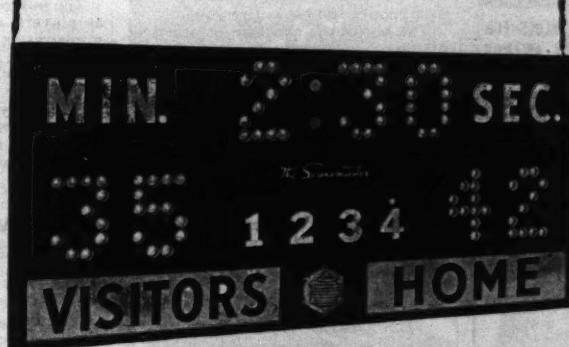
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New Books on the Sport Shelf

- **THE WAY TO BETTER BASEBALL.** By Tommy Henrich and A. L. Plaut. Pp. 135. New York: Exposition Press. \$2.

DESIGNED for young players and their coaches, this simply and soundly projected text is jam-packed with solid technical instructions and sprinkled with interesting anecdotes.

The book is divided into section which deal with offense, defense, and how to play the nine positions. All the salient points of each phase of the game are authoritatively analyzed.

A particularly valuable chapter is devoted to high school coaching. In this section, Henrich's co-author, Abe Plaut, a highly successful schoolboy coach in New York, explains his methods of picking the squad and conducting a practice. His system is extremely practical, and every high school coach will be able to glean some nuggets from it.

- **HOW TO PLAY BASKETBALL.** By Adolph Rupp and the Quaker Oats National Basketball Board. Pp. 32. Illustrated—photos and diagrams. Chicago: The Quaker Oats Co. Free.

THIS superb little book is specifically designed for young players, and the wise coach will waste no time getting in a supply for his entire squad.

The booklet is chockful of practical playing tips on every phase of the game—passing, shooting, individual offense and defense, team offense and defense, zone defense, practice drills, special plays, and conditioning.

The text is simply and soundly written, and illustrated beautifully with exclusive motion picture sequences and diagrams. It offers a mine of useful information for any player on any level of competition.

For free copies for your squad, check "Quaker Oats" in the Master Coupon on the last page.

- **A TEACHER'S MANUAL FOR TUMBLING AND APPARATUS STUNTS.** By Otto E. Ryser. Pp. 143. Illustrated—free-line drawings. Dubuque, Iowa: Wm. C. Brown Co. \$3.

PHYSICAL education instructors looking for a sound, practical, detailed method of teaching tumbling and apparatus stunts to their classes will find this book ideally adapted to their needs. The author, who is gymnastics coach at Indiana U., offers a complete teaching program based on the methods and techniques he has been using with so much success at Indiana.

The book, which is 11" by 8 1/2" in size, is divided into two parts. Part I covers organization, and includes materials on the values of gymnasiums, spotting, methods of conducting

classes, teaching techniques, squad leaders, lesson plans, and nomenclature.

Part II, comprising the bulk of the book, offers detailed analyses of an entire program of carefully graded stunts with and without apparatus. Starting with simple stunts, the author progresses to tumbling stunts, balance stunts, and pyramids.

Next comes an analysis of apparatus stunts, covering the side horse, parallel bars, long horse, rings, and high and low horizontal bars. A chapter on sample demonstrations concludes the text.

All the analyses are clearly and fully projected, and should prove extremely useful as a reference source to physical education men at all grade levels, particularly those with limited gymnastic backgrounds.

- **FUNDAMENTALS AND TECHNIQUES OF WINNING BASKETBALL.** By Morley Ave, Beu, and Newton. Pp. 117. Illustrated—photos and diagrams. Danville, Ill.: School-Aid Co. \$2.50.

AIMED primarily at young players and coaches, this 8 1/4" by 5 1/4" book offers an analysis of the fundamentals of individual and team play.

The authors, who've had experience as players, coaches, officials, and administrators, touch on a wide variety of subjects. After presenting a history of the game, they delve into selection of players, individual and team offensive play, individual and team defense, practice drills, hints for special situations, factors effecting style of play, and aids for beginning coaches.

NEW HOOP FILM

- **BASKETBALL.** By Adolph Rupp. 2 reels, 16-mm. sound. Louisville, Ky.: Kent-Lane, Inc. \$75.

A NEW two-reel 16-mm. sound film presenting the plays and drills of the championship U. of Kentucky basketball team has been produced in Lexington under the personal supervision of Coach Adolph Rupp.

The film utilizes animated play diagrams and slow-motion photography, making it an invaluable coaching aid for both high schools and colleges. Pivot play, screening, Kentucky's fast break, penetrating the zone defense, the famous Wildcat guard-around play, and many other basic and advanced techniques are presented clearly in a manner that can easily be translated into action.

The film, priced at \$75, may be ordered from Kent Lane, Inc., 437 South 2nd St., Louisville, Ky.

"Here Below"

(Continued from page 5)

equipment. After years of intensive experimentation, they're seeing a dream come true.

Both their XF9 (rubber-covered football) and XB20 rubber-covered basketball) experienced rough going in the beginning, bouncing discouragingly against regulations citing leather balls as "official" and against the usual reluctance to flaunt tradition and try something new.

But Voit persevered. They knew that a good rubber-covered ball would outlast its leather counterpart three to six times in actual playable life, and thus offered an answer to the problem of schools with small athletic budgets.

The rubber-covered football made its first appearance on many of the high school, junior colleges, and small college gridirons in southern California. Its success under game conditions interested the progressive big-time coaches, and during the 1951 spring season the ball popped up on the practice fields of Purdue, Washington, Georgia Tech, Princeton, Notre Dame, Wyoming, Georgia, UCLA, Santa Clara, and others.

The coaches "fell" for this triple-threat spheriod. It was rugged, it was durable, and it responded perfectly to every test. They quickly discovered that it was not a rubber ball. It was merely rubber-covered, with a rubber bladder and three layers of super-strong fabric enclosed in a molded rubber cover.

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The story of the rubber-covered basketball follows an identical pattern. Once considered fit only for playgrounders and sandlotters, these balls have done a lot of rebounding in recent years and are now finding their way onto the courts of the nation's intercollegiate and interscholastic sporting giants.

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National Federation NEWS

Edited by H. V. PORTER

ALL state high school associations promote some type of program designed to encourage good sportsmanship. A number have definite regulations in the by-laws providing a penalty for acts generally considered to be violations of the principles of good sportsmanship.

Kentucky has its widely known "By-Law 17," which gives the commissioner almost unlimited power in determining what constitutes failure to adhere to the principles of good sportsmanship.

Some states, including Montana, withhold payment of any expenses to a tournament team until the state association receives a statement from the hotel which housed the team. This statement must include a declaration that no hotel property was missing or defaced and that the conduct of the team members was satisfactory.

Utah is specific in covering a number of acts related to orderly conduct. Section 4 of Article 3 of its by-laws reads as follows:

Section 4. (a) *Defacement or marring of school property by members of another school may subject the offending school to suspension from the Association for one year.* This offense shall be understood to include disfigurement of any sort, by means of paint, kalsomine, chalk, or like material upon school property or upon any other property; also, the commission of any act by a member or members of another school which would tend to throw discredit upon the latter school.

(b) A student who has been guilty of *dishonesty regarding his age* shall be disqualified from further participation in contests of this Association.

(c) A student who has been guilty of using *improper language* in a game shall be disqualified from further participation in that contest.

(d) *Betting* on the part of a player shall disqualify him from participation in any athletic contest of this Association.

Status of admissions tax: Latest information concerning the Admissions Tax on school events indicates that the exemption provision as provided in HR Bill 4473 has been retained through the deliberations of the Senate Finance Committee. Unless there is a last minute change, the tax bill which will be considered in Joint Conference will include the exemption provision.

A recent letter from Senator Byrd of Virginia to the Virginia state high school office includes the following

statement: "In further reference to your recent letter, I am glad to advise you the Senate Finance Committee approved, with some modifications, the repeal of the admission tax on non-profit organizations. The provisions of the House bill were substantially sustained by the Senate Finance Committee. The tax bill will shortly go before the Senate and will then have to go to conference between the two Houses. I will be one of the conferees and will do my best to sustain this provision."

Athletic injury coverage: A recent release from the office of the California Interscholastic Federation contains a table illustrating the great growth of the California Athletic Protection Fund. Ten years ago this fund provided coverage for 14,700 athletes. At that time, there was no coverage for activity other than athletics.

Last year 36,200 athletes were covered and 76,800 non-athletes were enrolled in a special plan which includes any school activity. In addition to the high school athletes, the athletes of eleven junior colleges also participated in the protection plan. Benefits to the amount of \$164,300 were paid for medical and hospital expenses.

In other states, there has been a somewhat similar expansion. Besides taking care of needed expenses for injuries, the machinery under which these funds operate have been an important factor in keeping injuries to a minimum. When a school enters the protection plan, its attention is called to the need for providing adequate equipment and first aid facilities.

The schools are rated in accordance with the degree to which they are "accident prone." If a school has more than the average number of injuries for successive years, a careful study is made of the reasons. Under these circumstances, additional care is devoted to protection.

Ohio: The newly elected assistant commissioner of the Ohio Athletic Association is William J. McConnell. Mr. McConnell has had a cosmopolitan preparation for the important work he will be called upon to do in this position. He grew up in Niagara Falls, N. Y., played football and otherwise occupied himself at La Crosse State Teachers College in Wisconsin and completed his college work at Ohio Northern University.

His tastes ran to the pre-medical field during college but branched into science and math in the high school at Waynesfield, O. Since 1944 he has been assistant principal at Freemont,

O. During his service in these various capacities, he was called upon to help guide the athletic destinies of the local school as well as of the Northwest District. Part of his work was to supervise the tournament mechanics and to set up football and basketball rules meetings and the related machinery to encourage good game administration.

Maryland: Herbert R. Steiner, who has been a school administrator at Towson, is the newly elected director of physical education in Maryland. Through accepting this position, Mr. Steiner automatically becomes the secretary of the Maryland Public White Secondary Schools Athletic Association. He will supervise the administrative details connected with the Association.

Mr. Steiner has attended a number of the Federation annual and sectional meetings and has always been vitally interested in the activities of the Federation. While attending meetings at Chicago, Santa Monica, and New York he made many friends in the Federation group. All of these are delighted with his acceptance of this position which will make it possible for him to maintain closer contact with all Federation activities.

VOLLEYBALL SLIDEFILM

ANOTHER sports instruction slidefilm kit, *Beginning Volleyball*, has just been completed by The Athletic Institute. Produced under the direction of Robert Laveaga, outstanding volleyball teacher and author, this complete teaching aid consists of four separate slidefilm units in color, corresponding 33½ r.p.m. phonograph records, an Instructor's Guide, and a Student Manual.

Designed to offer a modern, low-cost audio-visual teaching program to all types of schools and organizations, the new slidefilm presents informative data on the history of the game, playing rules for both men and women, equipment, court layout, and detailed analyses of such techniques as the overhand and underhand serves, the chest and the underhand passes, the set-up, and the attack, or spike.

The 35-mm. slidefilm contains a total of 208 frames in full color, and has a running time of about 40 minutes. The kit is being sold at cost for \$33 in the sound version and \$25.25 in the silent version (without records). The Instructor's Guide and the Student Manual are included with every kit, or may be purchased separately for \$1 and 50¢ respectively.

Beginning Volleyball is the ninth slidefilm subject produced by The Athletic Institute in its Beginning Sports Series. Previous subjects include basketball, baseball, tennis, golf, badminton, bowling, tumbling, and archery.

For further information about these slidefilms, write the Film Department of The Athletic Institute, 209 S. State St., Chicago 4, Ill.

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Fundamental and Game-Situation Drills

(Continued from page 9)

Remember, 2 has gone through to the base line on the ball side. No. 1 now passes to 2 and the receiver dribbles into the circle area. Nos. 1 and 4 then split the post, with 2 passing to 4 (the second cutter) for the shot.

Putting only three men on defense affords both the offense and defense valuable practice. The offense must be prepared to move the ball swiftly and surely through the outnumbered defense, while the defense must compensate by helping each other out—an important aspect of the Aggie defense.

The principle of splitting the post deserves some close-range study. Diag. 4 shows the game-situation drill we use for this essential offensive maneuver. First we practice with three men (Nos. 1, 2, 3), then with five.

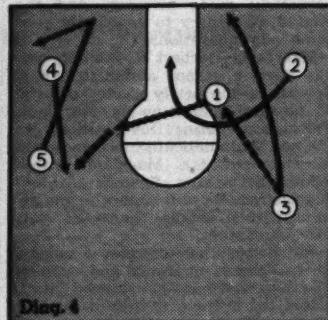
The split can be made by any two men. The only thing to remember is that the man who passes to the post is the key to the split; whichever player he moves towards becomes the second splitter.

We first work on the basic part involving 1, 2, and 3 on the right side of the court. This is an entire drill in itself. Here, 3 and 2 are the splitters, with the ball being fed to the post by either man.

Nos. 3 and 2 may interchange positions by dribbling or passing before feeding the post. But whichever feeds the post must make the first break. The post may hand off to either breaker or shoot from the post himself.

After the boys are familiar with this basic set-up, we add the rest of the pattern, introducing Nos. 4 and 5. We now assume that the post man does not choose to use 3 or 2, and cannot get off a shot.

He then takes the ball to the op-



Diag. 4

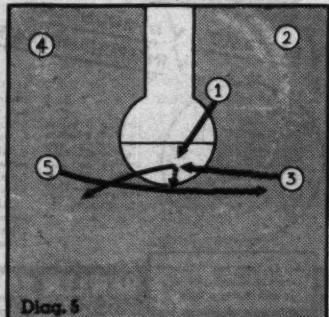
posite side of the lane and passes out to 4 or 5. Either man may feed back to the post and then split him as was done by 3 and 2. In the meantime, 3 and 2 have assumed their original positions.

No. 3 may dribble and change positions with 5, as shown in Diag. 5, so that 5 now has the ball in 3's position, with the latter in 5's old spot. This move summons the post man into the top of the circle, and the pattern continues as shown in Diag. 6.

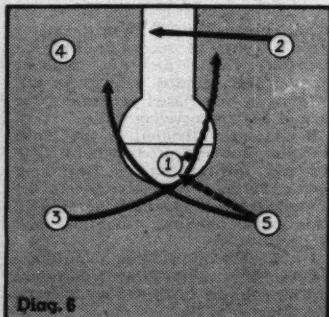
No. 5 passes to 1 and splits with 3. The post (1) hands off to 3, who drives in while 2 clears the side for him.

Our conditioning drill is simple enough. We line up all the players at one end of the court and have them count off by threes. The 1's then step forward and start down the floor at top speed. We use three commands — "Forward!", "Backward!", and "Sideward!"

A boy must be able to execute these movements without lost motion. At the "Backward!" command, he must change his facing direction but still keep moving towards the opposite end (running backwards).



Diag. 5



Diag. 6

Sports Publicity

(Continued from page 42)

quarterback was flat on his back with polio five years ago.

If something like that is kicking around, get on the phone. Tell it to the newspapers, and they'll do the rest. And this brings us to another point: pictures.

In many ways, the "gag shot" illustrating the human-interest element is often the best sort of publicity picture, because there are more pictures illustrating straight action than any newspaper can ever use. What's more, most action shots are no different from any other, and what the newspaper is looking for is something that is different.

This doesn't mean, however, that straight action shots or individual shots of the players aren't ever in demand. They are, and it is a good idea to have some taken and kept on hand, or even sent to the hometown papers of the players.

Unless you can think up a new way to have your team photographed, don't do it. Nothing will go into an editor's wastebasket faster than the old yearbook type of shot with five in the front row, five in the back row, and the coach in between.

So far, most of our talk has been on newspaper publicity. Much of what has been said can be applied to radio publicity, with a few minor changes. Change number one is simply that a radio story is shorter than its newspaper counterpart and is thus less detailed. Here again, your best bet is to furnish the information and let the radio man do the writing.

There is something, however, that the coach and only the coach can do: grant interviews with the station sportscaster. One of the best public relations moves you can make is to inform the radio station that you'll be glad to work with them on any interviews or panels or round tables they might have in mind.

Generally, the interviewer and the coach work out in advance the questions to be discussed and the general content of the answers. That's just to make sure that no

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"dead spots" develop in the interview. Of course, the coach should do everything in his power to make it easy for any and all radio stations to broadcast his games, and to stick to an interview schedule once he has agreed to it.

In plain and simple words, it is your job to cooperate with the press, to have the answers to reporters' questions, to help round up the facilities for radio broadcasts, and to see that background material is ready well in advance of the time it will be needed.

Remember, the press is the go-between in this matter. It represents the wants of your fans to you, and represents you and your team to the fans. Newsmen make a career of knowing what the public wants, so it's a pretty safe bet that what they want from you is something they figure the fans want, too.

Your fans, in turn, are persons who are opinionated, appreciative, and critical. They want to be told what they already know, they want their knowledge increased, and they want an interpretation of what happens. No sporting event is an isolated occurrence; it is related in some measure to similar events. Thus, your performance and that of your team will be compared with the performances of others—and you will be called upon to furnish the background for this comparison.

Here are some minor tips on methods and manners:

1. Try to write your articles objectively and with honesty and accuracy.

2. Learn the deadlines of the newspapers on your post-game list, and make every effort to meet them.

3. Don't forget the wire services—Associated Press, United Press, International News Service. Treat them as you would any other daily newspaper.

4. Keep statistics, use them to put meat on your articles, and keep the articles short. Limit them to essentials.

5. Don't get pedantic. Sports writing has a greater degree of freedom than other types of writing, but don't get too breezy. Write in good taste, be original, and show sound judgment. Be informal by using colloquialisms, metaphors, similes, and other figures of speech indigenous to the sports page. You can make it sound virile and vigorous and fast-moving.

The program outlined here is a rather ambitious undertaking for a single man. It was presented in order to show just how much could be done, and how many things come under the heading of publicity.

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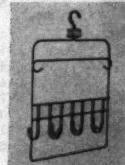


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 - Details on Portable Bleachers

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 - Coaches and Trainers Handbook

BROOKS SHOE (68)

 - Coaches Catalog of Basketball Shoes

BROWN, M. D. (63)

 - Catalog and Price List on Electric Scoreboards for Basketball, Football and Baseball

CEDAR KRAFT (69)

 - Information on Electric Basketball Scoreboards

CONSOLIDATED LABS. (53)

 - Brochure on How to Keep Floors Safe and New

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 - Catalog on Basketball Footwear
 - Basketball Yearbook

COURTELY, LTD. (31)

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 - Catalog of Stopwatch

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 - How many...

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 - 1951-52 Basketball Coaches Digest

HUSSEY MPG. CO. (62)

 - Catalog on Steel Portable Bleachers
 - Water Sports Equipment Catalog

IMPERIAL KNITTING (65)

 - Catalog of Award Sweaters

LANE, KENT (39)

 - Information on New Coaching Film on Kentucky Basketball System

LAYBURN, BRADLEY M. (71)

 - Information on Gym and Playground Apparatus
 - Information on Portable Wood Bleachers and Steel Grandstands

LEAVITT BLEACHER (69)

 - Information on Knock-down Bleachers and Grandstands

SEE PAGE 72 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

MASTER COUPON

(See page 71 for other listings)
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on which advertisement may be found)

MCKESSON & ROBBINS (15)
 Free Jar of Surin for
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 Information on Leather
Basketball Nets

MEDART, FRED (33)
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Practical Suggestions for
the Instructor"
 Catalog on Telescopic
Gym Seats, Steel Lockers
 Information, Acromat-
Trampoline
 Catalog on Basketball
Backstops, Scoreboards

**MOHAWK VALLEY
SPORTS (70)**
 Information on Basket-
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MOSBY, C. V. (57)
 List of Sports Books

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 Electric Scoreboards
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 Baseball Catalog
 Basketball Catalog
 Football Catalog

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 Price Catalog on Jim-
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 Booklet, "Tips on
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 Bulletin on All Plate
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 Information on Flying
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(25)**
 Catalog of Custom-Built
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 Book, "How to Play Bas-
ketball," by Adolph Rupp
How many _____

RAWLINGS MFG. (3)
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**RIDDELL, JOHN T.
(Inside Front Cover)**

Information on Suspension
Helmets, Shoes,
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SAFE-PLAY GOGGLE (59)

Information on Non-
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SAND KNITTING (67)

Catalog on Award
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Basketball and Football
Pants and Jerseys

SEAMLESS RUBBER (41)

Catalog of Basketballs,
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SKINNER & SONS (19)

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Catalog on Trophies,
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 Information on Special
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UNIVERSAL BLEACHER (34)

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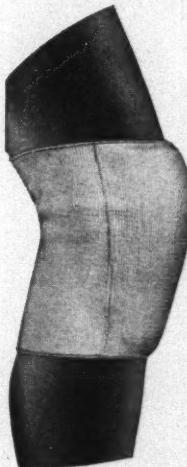
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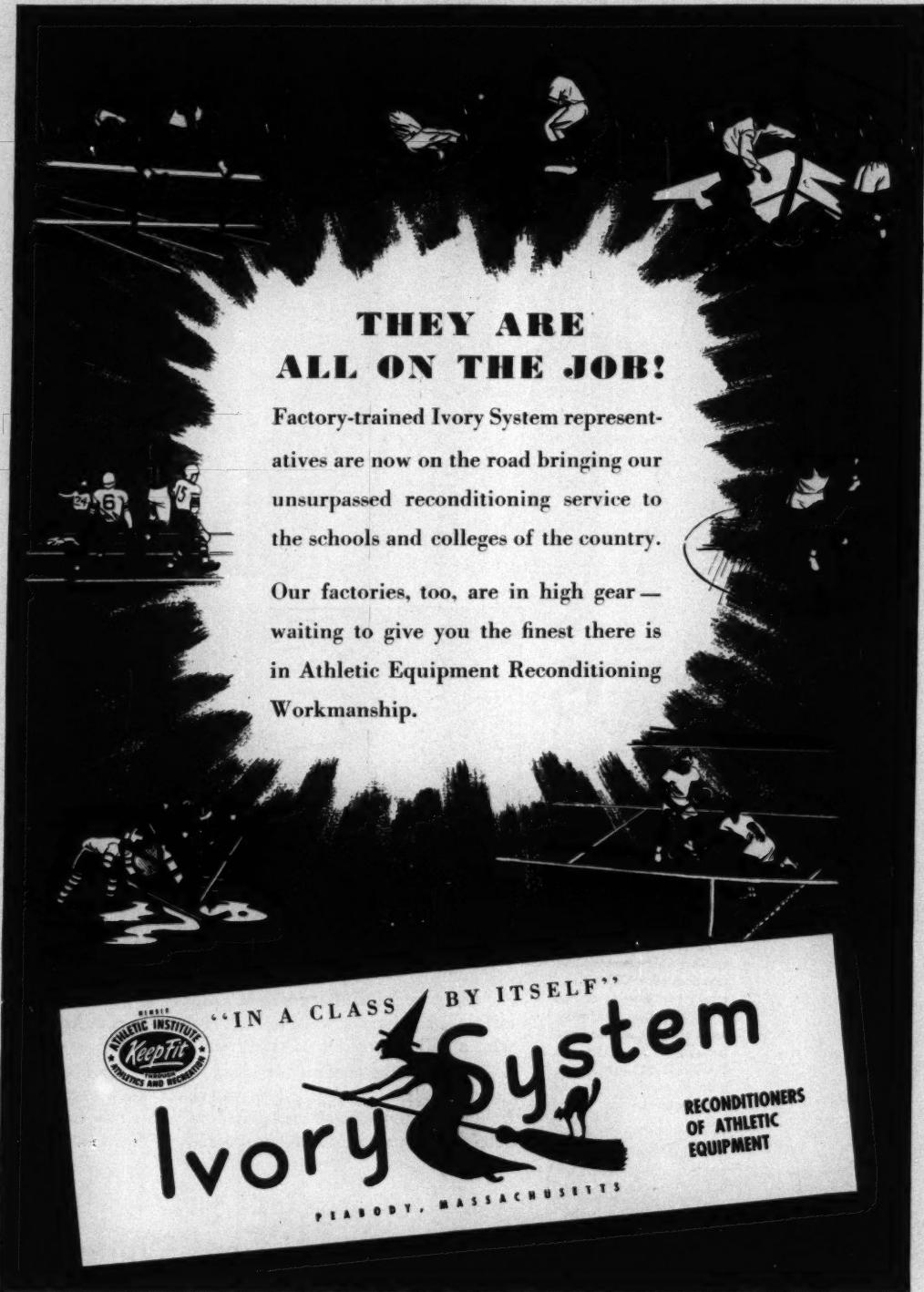
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